



Department of Child Support Services

A large, faint, light gray version of the Seal of the State of California is centered in the background of the page. It contains the same text and imagery as the smaller seal at the top.

DCSS

Training for Trainers

Certification Program

Facilitators Guide

State of California
Department of Child Support Services

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**California DCSS
Training for Trainers Certification Program
Facilitators Guide**

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Written, edited, and produced by the Statewide Training for Trainers Leadership Team



State of California
Department of Child Support Services

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Section 1: **Introduction**

This section provides an introduction to the California DCSS Training for Trainers Certification Program Facilitators Guide.



California DCSS Training for Trainers Certification Program Facilitators Guide

Facilitators Guide Overview

The Facilitators Guide is the curriculum for the California Department of Child Support Services (CDCSS) Training for Trainers Certification Program.

Program Goal and Objectives

Goal

To establish and maintain a uniform, credible, and professional child support training staff.

Objectives

- To develop a pool of certified trainers who are available to present curricula statewide
- To develop a cadre of child support staff statewide who are certified trainers of the new Training for Trainers curriculum

Facilitators Guide Structure and Agenda

The CDCSS Training for Trainers Certification Program Facilitators Guide has nine sections:

1. Introduction
2. Day One
3. Day Two
4. Day Three
5. Day Four
6. Day Five
7. Trainer Technique Presentations
8. Handouts
9. References

Introduction

The Introduction provides a brief summary of what each section covers.

Day One

Registration: The CDCSS and Child Support Directors Association (CSDA) representatives are responsible for registering the Participants.

Plenary Session: The Plenary Session officially opens the five-day CDCSS Training for Trainers Certification Program.

Expectations: The Expectations topic requires the Facilitator to elicit Participant expectations for the five-day Training for Trainers Certification Program.

Definition of Training: This topic introduces the CDCSS Definition of Training.

Approach Training Systematically: This topic provides an overview of the five-day Training for Trainers program.

Overview of the 5-D Training Process: This topic introduces five components of the training process.

Characteristics of a Leader: During this topic, Participants define leadership attributes and how they apply to Trainers.

Trainer Power: This topic explores types of Trainer power.

Minipresentation Guidelines: During this topic, the guidelines and expectations for Minipresentations are explained.

Summary: The session provides a summary of the day's topics.

Day Two

Review: The purpose of the Review session is to sign-in the Participants, make announcements, distribute material, and answer questions.

Goals & Objectives: This topic provides a definition of "goal" and "objective" as they relate to training.

Trainer Styles: This topic explores Trainer styles.

Trainer Role(s): This topic explores Trainer roles, characteristics, and competencies.

Building a Helicopter: This is a group exercise, focusing on team dynamics.

P.R.O.C.D.: This topic explores the Plan, Research, Organize, Create, Deliver instructional design approach.

Use Of Training Aids: This topic explores the advantages and disadvantages of various training aids.

Training & Customer Service: This topic defines customer service in the training environment.

Minipresentation Preparation (Lab): The lab provides preparation time for the Participants' Day Five Minipresentations.

Summary: The session provides a summary of the day's topics.

Day Three

Review: The purpose of the Review is to sign-in the Participants, make announcements, distribute material, and answer questions.

Adult Learning: This topic explores adult learning principles and styles.

Trainer Technique Presentation: This presentation explores different techniques used in training.

Mind Mapping: This topic discusses a brain-storming tool called Mind Mapping.

Trainer Technique Presentation: This presentation explores different techniques used in training.

Presentation Skills—Part 1: This topic reviews the "Organization and Development of Content" portion of the *Minipresentation Evaluation Form*.

Trainer Technique Presentation: This presentation explores different techniques used in training.

Presentation Skills—Part 2: This topic reviews the "Delivery of Presentation" portion of the *Minipresentation Evaluation Form*.

Reading a Script: During this topic, Participants read a script aloud and discuss the differences in delivery.

Minipresentation Preparation (Lab): The lab provides preparation time for the Participants' Day Five Minipresentations.

Summary: The session provides a summary of the day's topics.

Day Four

Review: The purpose of the Review is to sign-in the Participants, make announcements, distribute material, and answer questions.

The Unique Participant: This topic facilitates a discussion of the various types of "Unique Participants."

Trainer Technique Presentation: This presentation explores different techniques used in training.

Self-Directed Team Approach: This topic explores the Self-Directed Team Approach.

Trainer Technique Presentation: This presentation explores different techniques used in training.

Rating the Minipresentation: This topic reviews the *Minipresentation Evaluation Form*.

Trainer Technique Presentation: This presentation explores different techniques used in training.

Minipresentation Preparation (Lab): The lab provides preparation time for the Participants' Day Five Minipresentation.

Summary: The session provides a summary of the day's topics.

Day Five

Review: The purpose of the Review is to sign-in the Participants, make announcements, distribute material, and answer questions.

Deliver Minipresentation: Participants deliver their Minipresentations.

Lunch/Plenary Session: The Plenary Session officially closes the CDCSS Training for Trainers Certification Program.

Trainer Technique Presentations

The Trainer Technique Presentations explore different techniques in training.

- Time Management
- The Importance of Being on Time as a Trainer
- The Importance of a Professional Image in the Classroom
- How to Assess and Engage Your Audience
- Fielding Questions and Using Them to Your Advantage
- How to Use Your Surroundings to Maximize the Impact of Your Presentation

Handouts

The handouts in this section are reproducible.

References

This section contains references used in the curriculum development of the CDCSS Training for Trainers Certification Program.

Section 2: **Day One**

This section covers Day One of the California DCSS Training for Trainers Certification Program agenda.



California DCSS Training for Trainers Certification Program Facilitators Guide

Day One Program Orientation

The California Department of Child Support Services (CDCSS) Training for Trainers Certification Program begins with the registration of Participants. The registration is followed by the Plenary Session.

Registration

The CDCSS and Child Support Directors Association (CSDA) representatives are responsible for registering the Participants.

Duration: 30 minutes

Handouts

- Classroom schedule
- Hotel floor plan

Supplies

- Sign-in sheets
- Pens
- LCD projector and screen
- Laptop computer

Miscellaneous

- PowerPoint presentation *Pre-Welcome.ppt*
- Background music

Plenary Session

The Plenary Session officially opens the five-day CDCSS Training for Trainers Certification Program.

Duration: 105 minutes

Handouts

None

Supplies

- LCD projector and screen
- Laptop computer
- Microphone

Miscellaneous

PowerPoint presentation *Welcome.ppt*

30 minutes

I. Introduction

- A. Purpose: To officially open the CDCSS Training for Trainers Certification Program
- B. Facilitator begins the *PowerPoint* presentation *Welcome.ppt*

Welcome.ppt (title slide shown)

73 minutes

II. Content

- A. Facilitator gives Introductions:
 - 1. OCSE Representative
 - 2. CDCSS Representative(s)
 - 3. CSDA Representative
 - 4. Statewide Training For Trainers Leadership Team
- B. Facilitator describes the Program Goal
- C. Facilitator describes Program Objectives
- D. Facilitator outlines the Conditions for Success
- E. Facilitator describes Participant Responsibilities
- F. Facilitator reviews Program Agenda
- G. Facilitator discusses Program Evaluation
- H. Facilitator presents "History of the IV-D Program"
- I. Facilitator discusses Classroom Schedule

2 minutes

III. Closing

Facilitator informs Participants they are to report to their classroom(s) by 10:30 a.m.

IV. Follow-up

- A. Facilitator reports to the classroom
- B. Facilitator ensures Participants sign-in

Break
15 minutes

Day One Topics

After **Registration** and the **Plenary Session**, the remainder of Day One is divided into seven topics. The topics include:

- Expectations
- Definition of Training
- Approach Training Systematically
- Overview of the 5-D Training Process
- Characteristics of a Leader
- Trainer Power
- Minipresentation Guidelines

Day One concludes with a **Summary** session.

Expectations

The Expectations topic requires the Facilitator to elicit Participant expectations for the five-day Training for Trainers Certification Program.

Duration: 30 minutes

Handouts

Created by Participants

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



3 minutes

Expectations title slide

I. Introduction

- A. Facilitator welcomes Participants
- B. Facilitator introductions
- C. Purpose: To identify Participant expectations

25 minutes

II. Content

- A. Facilitator asks for a Participant Volunteer
- B. Facilitator asks Participants “What do you expect to gain from this program?”
- C. Participant Volunteer writes responses on flip-chart paper

2 minutes

III. Closing

- A. Facilitator informs the Participants
 - 1. A list of their expectations will be created
 - 2. They will receive a copy of the list for easy reference throughout the program
- B. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no questions, Facilitator thanks Participants for their participation
- C. Facilitator advances *PowerPoint* to *Definition of Training* title slide
- D. Facilitator transitions to the next topic: **Definition of Training**

IV. Follow-Up

- A. Facilitator collects flip-chart paper
- B. Facilitator transcribes the list and makes copies for Day One’s **Summary**

Definition of Training

This topic introduces the CDCSS Definition of Training.

Duration: 30 minutes

Handouts

California DCSS Definition of Training

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

- Plotter printout *CDCSS Definition of Training*
- *PowerPoint* presentation *T4T Topics.ppt*



1 minute

27 minutes



2 minutes



Definition of Training title slide

I. Introduction

Purpose: To provide the Participants with the CDCSS Definition of Training

II. Content

- A. Facilitator provides the CDCSS Definition of Training
 - 1. Facilitator distributes the *California DCSS Definition of Training* handout to the Participants
 - 2. Facilitator advances *T4T Topics.ppt* to *CDCSS Definition of Training* slide

CDCSS Definition of Training slide

- B. Facilitator recites the CDCSS Definition of Training
- C. Facilitator explains the interpretation of the CDCSS Definition of Training

III. Closing

- A. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no questions, Facilitator thanks Participants for their participation
 - 3. Facilitator asks Participants to leave their *California DCSS Definition of Training* handouts on their chairs
 - 4. Facilitator advances *PowerPoint* to *Lunch Break* slide

Lunch Break slide

- B. Facilitator advises Participants of **Lunch**
 - 1. Duration
 - 2. Location

IV. Follow-Up

- A. Facilitator prepares classroom
 - 1. 5-D plotter printouts
 - 2. *CDCSS Definition of Training* plotter printout
 - 3. Participant Supplies basket

Lunch
75 minutes

4. Facilitator Supplies basket
 5. File cart
 6. Participant nameplates
 7. Participant binders (Facilitator adds *California DCSS Definition of Training* handout)
- B. Facilitator advances *PowerPoint* to *Approach Training Systematically* title slide

Approach Training Systematically

This topic provides an overview of the five-day Training for Trainers program.

Duration: 30 minutes

Handouts

DCSS Training for Trainers Certification Program - Agenda (in binder)

Supplies

- Binders
- Note pads
- Name plates
- Participants' Supplies baskets including:
 - Post-its
 - Paper clips
 - Black and blue pens
 - Dry erase markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



1 minute

Approach Training Systematically title slide

I. Introduction

- A. Goal: Review Agenda
- B. Objectives:
 1. Identify program materials

27 minutes

2. Describe *DCSS Training for Trainers Certification Program - Agenda*

II. Content

- A. Facilitator identifies materials provided
 - 1. Facilitator describes the contents of the baskets on each table
 - a) Name plate
 - b) Post-its
 - c) Paper clips
 - d) Black and blue pens
 - e) Dry erase markers
 - 2. Facilitator asks Participants to legibly write their first initials and last names on the name plates
 - 3. Facilitator describes Participant supplies
 - a) Binder
 - b) Note pad
- B. Facilitator asks Participants to turn to the Program Agenda in their binder
- C. Facilitator reviews the Agenda
 - 1. Day One
 - a) Registration: Facilitator asks Participants “Did you all register?”
 - b) Plenary Session: Facilitator reviews Plenary Session topics
 - (1) Introductions
 - (2) Program Goal/Objectives
 - (3) Conditions for Success
 - (4) Participant Responsibilities
 - (5) Program Agenda
 - (6) Program Evaluation
 - (7) History of the IV-D Program
 - (8) Classroom Schedule
 - c) Expectations: Facilitator asks Participants “Did we cover this topic?”
 - d) Definition of Training: Facilitator asks Participants “Is the CDCSS Definition of Training in your binder?”
 - e) Approach Training Systematically: Facilitator states this is an overview of the five-day Training for Trainers program
 - f) The 5-D Training Process
 - (1) Facilitator states “This topic introduces five components of the training process.”
 - (2) Facilitator indicates the plotter printouts displayed around the room
 - g) Characteristics of a Leader: Facilitator informs Participants this topic will

- (1) Define leadership attributes
 - (2) Define how the attributes apply to Trainers
- h) Trainer Power: Facilitator states “This topic explores types of Trainer power.”
- i) Minipresentation Guidelines: Facilitator states “During this topic you will receive the guidelines and expectations for Minipresentations.”
- 2. Day Two
 - a) Goals and Objectives: Facilitator states “This topic will provide the training-related definition of ‘goal’ and ‘objective’”
 - b) Trainer styles: Facilitator states “This topic explores Trainer Styles.”
 - c) Trainer role(s): Facilitator states this topic explores
 - (1) Trainer roles
 - (2) Trainer characteristics
 - (3) Trainer competencies
 - d) Building a Helicopter: Facilitator states “This is a group exercise, focusing on team dynamics.”
 - e) P.R.O.C.D.: Facilitator informs Participants during this topic you will explore the **P**lan, **R**esearch, **O**rganize, **C**reate, **D**eliver instructional design approach
 - f) Use of Training Aids: Facilitator states “During this topic you will explore the advantages and disadvantages of various training aids.”
 - g) Training & Customer Service: Facilitator states “This topic defines customer service in the training environment.”
 - h) Minipresentation Preparation (Lab): Facilitator states “The lab provides preparation time for your Day Five Minipresentation.”
- 3. Day Three
 - a) Adult Learning: Facilitator states “This topic explores adult learning principles and styles.”
 - b) Trainer Technique Presentation: Facilitator states “The Presentations explore different techniques in training.”
 - c) Mind Mapping: Facilitator states “During this topic you will discuss a brain-storming tool called Mind Mapping.”
 - d) Trainer Technique Presentation: Facilitator states “The Presentations explore different techniques in training.”
 - e) Presentation Skills-Part 1: Facilitator informs Participants they will review the “Organization and Development of Content” portion of the *Minipresentation Evaluation Form* during this topic
 - f) Trainer Technique Presentation: Facilitator states “The Presentations explore different techniques in training.”
 - g) Presentation Skills-Part 2: Facilitator informs Participants they will review the “Delivery of Presentation” portion of the *Minipresentation Evaluation Form* during this topic
 - h) Reading a Script: Facilitator states during this topic you will
 - (1) Read a script aloud

- (2) Discuss the differences in delivery
 - i) Minipresentation Preparation (Lab): Facilitator states “The lab provides preparation time for your Day Five Minipresentation.”
- 4. Day Four
 - a) The Unique Participant: Facilitator states “During this topic you will discuss the various types of ‘Unique Participants.’”
 - b) Trainer Technique Presentation: Facilitator states “The Presentations explore different techniques in training.”
 - c) Self-Directed Team Approach: Facilitator states “This topic will explore the Self-Directed Team Approach.”
 - d) Trainer Technique Presentation: Facilitator states “The Presentations explore different techniques in training.”
 - e) Rating the Minipresentation: Facilitator states during this topic they will
 - (1) Review the *Minipresentation Evaluation Form*
 - (2) Discuss how to rate a Trainer using the *Minipresentation Evaluation Form*
 - f) Trainer Technique Presentation: Facilitator states “The Presentations explore different techniques in training.”
 - g) Minipresentation Preparation (Lab): Facilitator states “The lab provides preparation time for your Day Five Minipresentation.”
- 5. Day Five
 - a) Deliver Minipresentation: Facilitator tells Participants they will deliver their Minipresentations on Day Five of the Program
 - b) Lunch/Plenary Session: Facilitator informs Participants the Plenary Session officially closes the CDCSS Training for Trainers Certification Program
 - (1) Open Forum
 - (2) Program evaluation

2 minutes

III. Closing

- A. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator advances *T4T Topics.ppt* to *Overview of the 5-D Training Process* title slide
- C. Facilitator transitions to next topic: **Overview of the 5-D Training Process**

IV. Follow-up

None

Overview of the 5-D Training Process

This topic introduces five components of the training process.

Duration: 45 minutes

Handouts

Overview of the 5-D Training Process

Supplies

- LCD projector and screen
- Laptop computer

Miscellaneous

- Plotter printouts:
 - Diagnose
 - Design
 - Develop
 - Deliver
 - Determine
- PowerPoint presentation *T4T Topics.ppt*



Overview of the 5-D Training Process title slide

1 minute

I. Introduction

Purpose: Define each component of the Training Process

39 minutes

II. Content

- A. Facilitator distributes handout *Overview of the 5-D Training Process*
- B. Facilitator discusses the first component of the 5-D Training Process: Diagnose
 1. Definition of "Diagnose"
 2. Determine need:
 - a) Skill based
 - b) Performance based
 - c) Attitude based
 - d) Combination of the needs listed above
- C. Facilitator discusses the second component of the 5-D Training Process: Design
 1. Definition of "Design"
 2. Draft goals and objectives
 - a) Goal statement describes what the training will accomplish

- b) Objectives are measurable statements that support the goal
- 3. Task Analysis (research)
 - a) Policy
 - b) Procedures
 - c) Regulations
 - d) Laws
- D. Facilitator discusses the third component of the 5-D Training Process: Develop
 - 1. Definition of “Develop”
 - 2. Create an outline
 - 3. Use of proper training aids to reinforce message
- E. Facilitator discusses the fourth component of the 5-D Training Process: Deliver
 - 1. Definition of “Deliver”
 - 2. Presentation options
 - 3. Prepare, practice, repeat
- F. Facilitator discusses the fifth component of the 5-D Training Process: Determine the Difference
 - 1. Definition of “Determine the Difference”
 - 2. Methods of evaluating training
 - a) Verbal feedback
 - b) Written feedback

5 minutes

III. Closing

- A. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator advances *T4T Topics.ppt* to *Afternoon Break* slide



Afternoon Break slide

- C. Facilitator advises Participants of **Break**

IV. Follow-up

Facilitator advances *T4T Topics.ppt* to *Characteristics of a Leader* title slide

Break
15 minutes

Characteristics of a Leader

During this topic, Participants define leadership attributes and how they apply to Trainers.

Duration: 60 minutes

Handouts

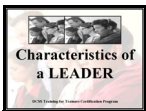
Created by Participants

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



2 minutes

57 minutes

Characteristics of a Leader title slide

I. Introduction

Purpose: Participants define the Characteristics of a Leader

II. Content

- A. Facilitator asks the Participants "Is a trainer a leader?"
 1. Facilitator asks Participants to individually list ten characteristics of a leader
 2. Facilitator informs Participants they have 10 minutes to create a list
 3. Facilitator gives two-minute warning
- B. Facilitator asks Participants "Have you completed your list?"
- C. Facilitator asks Participants to select the three most important leadership characteristics from their lists
- D. Facilitator asks Participants to each select the most important characteristic from their lists of three
- E. Facilitator asks for a Participant Volunteer
- F. Facilitator asks the Participants
 1. "What is the #1 characteristic you selected?"
 2. Participant Volunteer lists the Participants' #1 characteristics on the flip-chart paper
- G. Facilitator reviews #1 characteristics of a leader list with the Participants

1 minute

1. Facilitator asks Participants
 - a) "Does the list represent the most important characteristics of a leader?"
 - b) "Could the list also represent the characteristics of a Trainer?"
- H. Facilitator asks Participants
 1. "Is a Trainer a leader?"
 2. "Ask yourself, are you a leader?"

III. Closing

- A. Facilitator informs Participants
 1. A list of the characteristics will be created for them
 2. They will receive a copy of the list for easy reference throughout the program
- B. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation
- C. Facilitator advances *T4T Topics.ppt* to *Trainer Power* title slide
- D. Facilitator transitions to next topic: **Trainer Power**

IV. Follow-up

- A. Facilitator collects flip-chart paper
- B. Facilitator transcribes list and makes copies for Day Two's **Review**

Trainer Power

This topic explores types of Trainer power.

Duration: 60 minutes

Handouts

Types of Trainer Power

Supplies

- Easels with flip-chart paper (3)
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*

Facilitator writes one of the questions listed below on the second page of each flip-chart. The first sheet of the flip-chart covers the questions until the group activity portion of the topic.

1. What are Trainers empowered to do? (Easel 1)
2. Do we influence others as Trainers? How? (Easel 2)
3. What do we risk as Trainers? (Easel 3)



1 minute

57 minutes

Trainer Power title slide

I. Introduction

Purpose: To explore different types of Trainer power

II. Content

- A. Facilitator divides class into three groups
 1. Each group has an easel and marking pens
 2. Each group's easel has a different question written on it
 3. Each group has 20 minutes to discuss and list responses to their question
- B. After groups list responses, Facilitator asks for one Participant Volunteer from each group to be the spokesperson to provide a brief summary of their discussion
- C. Facilitator distributes handout *Types of Trainer Power*
- D. Facilitator discusses five types of Trainer Power
 1. Position Power: Position Power is achieved when a trainer is placed in charge of a group of participants

2 minutes

2. Expertise Power: Expertise Power is full knowledge of a subject matter or expertise in training techniques
3. Environmental Power: Environmental Power is the power to control the classroom environment for the participant
4. Personal Power: Personal Power is earned by the trainer and is often described as “charisma”
5. Relational Power: Relational Power is based on the relationship the trainer builds between themselves and the participants

III. Closing

- A. Facilitator informs Participants
 1. A list of their responses will be created
 2. Participants will receive a copy for easy reference throughout the program
- B. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation
- C. Facilitator advances *T4T Topics.ppt* to *Minipresentation Guidelines* title slide
- D. Facilitator transitions to next topic: **Minipresentation Guidelines**

IV. Follow-up

- A. Facilitator collects flip-chart paper
- B. Facilitator transcribes list and makes copies for Day Two **Review**

Minipresentation Guidelines

During this topic, the guidelines and expectations for Minipresentations are explained.

Duration: 30 minutes

Handouts

- *Minipresentation Guidelines*
- *Minipresentation Status Form Day One*

Supplies

- Clipboard with *Minipresentation Topic Form*
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*
Minipresentation Topic Cards



2 minutes

25 minutes

Minipresentation Guidelines title slide

I. Introduction

Purpose: To review *Minipresentation Guidelines* and *Status Form* with Participants

II. Content

- A. Facilitator provides *Minipresentation Guidelines* handout to Participants.
- B. Facilitator reviews *Minipresentation Guidelines* handout with Participants:
 1. Topic
 - a) *Minipresentation Status Form Day One*
 - b) Individual topics randomly selected
 2. Preparation
 - a) Lab time schedule
 - b) Available assistance
 - c) Resources
 3. Delivery
 - a) Presentation order (Reminder: Minipresentation delivery begins immediately after the Participants presentation order is determined in Day Five **Review**)
 - b) Minipresentation length
 - c) Visual aids

- d) Notes
 - e) Feedback
 - f) Enforcement of time limits
- C. Facilitator provides Minipresentation Topics
 - 1. Participants randomly select topics
 - 2. Facilitator records Participant names next to Topics on the *Minipresentation Topic Form*
- D. Facilitator provides Participants with the *Minipresentation Status Form Day One* handout
 - 1. Participants complete the Status Form by
 - a) Writing their Name and Minipresentation Topic
 - b) Describing the stages for success to deliver the topic they selected
 - 2. Facilitator collects the *Minipresentation Status Form Day One* from Participants
 - 3. Facilitator tells Participants they will receive their *Minipresentation Status Form Day One* in the morning during the Day Two **Review**

3 minutes



III. Closing

- A. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator advances *T4T Topics.ppt* to *Summary* title slide

Summary title slide

- C. Facilitator transitions to next topic: **Summary**

IV. Follow-up

- A. Facilitator collects and copies Participants' *Minipresentation Status Form Day One*
- B. Facilitator files the originals of Participants' *Minipresentation Status Form Day One* in the Day Two Review folder
- C. Facilitator files the copies of the Participants' *Minipresentation Status Form Day One* in the Participants' file folders
- D. Facilitator reviews copies of the Participants' *Minipresentation Status Form Day One*

Summary

The session provides a summary of the day's topics. During the Day One Summary session the Facilitator distributes the compiled:

- *Expectations* list

The Facilitator collects:

- *Minipresentation Topic* cards

The Facilitator gives Participants an opportunity to ask questions regarding the handouts and/or the day's events prior to ending the day's program.

Section 3: **Day Two**

This section covers Day Two of the California DCSS Training for Trainers Certification Program agenda.



California DCSS Training for Trainers Certification Program Facilitators Guide

Day Two Topics

Day Two begins with a **Review** session. The remainder of Day Two is divided into eight topics. The topics include:

- Goals & Objectives
- Trainer Styles
- Trainer Role(s)
- Building a Helicopter
- P.R.O.C.D.
- Use of Training Aids
- Training & Customer Service
- Minipresentation Preparation (Lab)

Day Two concludes with a **Summary** session.

Review

Prior to the Review, the Facilitator begins the *PowerPoint* presentation *Daily Review.ppt* and advances to the *Day Two Review* title slide.



Day Two Review title slide

The purpose of the Review is to sign-in the Participants, make announcements, distribute materials, and answer questions. The Facilitator distributes the following handouts from previous sessions:

- *Characteristics of a Leader*
- *Trainer Power*
- *Minipresentation Status Form Day One*

At the end of the Review session, the Facilitator switches to the *T4T Topics.ppt* and advances to the *Goals & Objectives* title slide. The Facilitator transitions to the topic.

Goals & Objectives

This topic provides a definition of “goal” and “objective” as they relate to training.

Duration: 60 minutes

Handouts

- *Goals & Objectives*
- *Training Objectives*
- *Checking a Training Objective*

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



Goals & Objectives title slide

2 Minutes

I. Introduction

- A. Goal: To define goal and objective statements
- B. Objectives:
 1. Write a personal or professional goal
 2. Write objectives to support the goal

55 minutes

II. Content

- A. Facilitator asks Participants “What is a goal?” and discusses responses with Participants
- B. Facilitator asks Participants “What is an objective?” and discusses responses with Participants
- C. Facilitator distributes and reviews the *Goal & Objectives* handout
- D. Facilitator distributes and reviews the *Training Objectives* handout
 1. Facilitator asks Participants to read the first paragraph of the *Training Objectives* handout
 2. Facilitator asks Participants “Why would a Trainer write a *measurable objective*?” and discusses answers with Participants
 3. Facilitator reviews remainder of handout
- E. Facilitator introduces Goal & Objectives Lab

3 minutes

1. Facilitator asks Participants to write their personal or professional goal with supporting objective statements
2. Facilitator distributes and reviews the *Checking a Training Objective* handout
3. Facilitator informs Participants they have 25 minutes to complete the exercise
4. Facilitator gives two-minute warning
- F. Facilitator debriefs Participants by asking "What were some of the challenges in writing your personal/professional goals & objectives?"
- G. Facilitator discusses how the skills learned during the exercise applies to writing a Training Goal and Objectives statement

III. Closing

- A. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator advances *T4T Topics.ppt* to *Trainer Styles* title slide
- C. Facilitator transitions to the next topic: **Trainer Styles**

IV. Follow-Up

None

Trainer Styles

This topic explores Trainer Styles.

Duration: 30 minutes

Handouts

Trainer Styles

Supplies

- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



Trainer Styles title slide

1 minute

I. Introduction

Purpose: To explore various Trainer Styles

27 minutes

II. Content

- A. Facilitator asks Participants “What is a Trainer Style?” and discusses responses with Participants
- B. Facilitator distributes and reviews the *Trainer Styles* handout
- C. Facilitator asks Participants “What can Trainers do to improve their style?”
 - 1. Facilitator discusses responses with Participants
 - 2. Facilitator discusses the following ways to improve style:
 - a) Verbal feedback
 - b) Written feedback (via evaluations)
 - c) Relying on other professional trainers
 - d) Via practice presentations
- D. Facilitator asks Participants:
 - 1. “Do Participants learn differently?”
 - 2. “How do they learn?”
 - 3. Facilitator discusses responses
- E. Facilitator asks Participants “Based on our discussion, will Trainers need to change their training style to effectively communicate?”

2 minutes

III. Closing

- A. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator advances *T4T Topics.ppt* to *Morning Break* slide



Morning Break slide

- C. Facilitator advises Participants of **Break**

IV. Follow-Up

Facilitator advances *T4T Topics.ppt* to *Trainer Role(s)* title slide

Break
15 minutes

Trainer Role(s)

This topic explores Trainer Roles, characteristics, and competencies.

Duration: 75 minutes

Handouts

CDCSS Trainer Competencies

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

- PowerPoint presentation *T4T Topics.ppt*
- Stopwatch



1 minute

72 minutes

Trainer Role(s) title slide

I. Introduction

Purpose: To explore Trainer Roles, characteristics, and competencies

II. Content

- A. Facilitator states "In this topic, you will be working in groups to answer the following question: What is a Trainer Role?"
 1. Facilitator separates Participants into six groups
 2. Facilitator asks groups to list responses and reasons for choosing the roles on flip-chart papers
 3. Facilitator informs Participants they have 20 minutes to complete the exercise
 4. Facilitator gives two-minute warning
- B. Facilitator asks Participants to select a spokesperson from each group
- C. Facilitator informs Participants
 1. A list of their responses will be created
 2. Participants will receive a copy for easy reference throughout the program
- D. Facilitator distributes and reviews the *CDCSS Trainer Competencies* hand-out



- E. Facilitator advances T4T Topics.ppt to *Trainer Roles* slide 2

Trainer Roles slide 2

- F. Facilitator reviews previous topics

1. Characteristics of a leader
2. Trainer power
3. Goals and Objectives
4. Trainer Styles
5. Trainer Role(s)

2 minutes

III. Closing

- A. Facilitator asks Participants for any questions

1. If questions, Facilitator discusses
2. If no questions, Facilitator thanks Participants for their participation
3. Facilitator advances *T4T Topics.ppt* to *Lunch Break* slide

Lunch Break slide

- B. Facilitator advises Participants of **Lunch**

1. Duration
2. Location

IV. Follow-Up

- A. Facilitator collects flip-chart paper
- B. Facilitator transcribes list and makes copies for **Day 3 Review**
- C. Facilitator advances *T4T Topics.ppt* to *Building a Helicopter* title slide



Lunch
75 minutes

Building A Helicopter

This is a group exercise, focusing on team dynamics.

Duration: 45 minutes

Handouts

None

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer
- Materials to build the helicopter

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



2 minutes

40 minutes

Building a Helicopter title slide

I. Introduction

Purpose: To prepare Participants for **P.R.O.C.D.**

II. Content

- A. Facilitator divides Participants into four teams
- B. Facilitator provides Participants with exercise instructions
 1. Your team has to build a helicopter with the materials provided
 2. All team members must participate
 3. Your team must build a helicopter consisting of a fuselage, rotor, tail, and landing device from the parts provided
 4. All parts must be used
 5. Your team has fifteen minutes to plan, during which time you are not allowed to touch or connect any parts together
 6. Your team has twenty minutes to build your helicopter
 7. The Facilitator will inform the Teams when they may begin assembly
 8. The completed product must resemble the helicopter described in item #3. It must also remain intact when lifted
- C. Facilitator begins the “Plan” stage: duration 15 minutes
- D. Facilitator begins the “Create” stage: duration 20 minutes

3 minutes

- E. Facilitator gives two-minute warning
- F. Facilitator discusses
 - 1. Check results of the team exercise
 - 2. Emphasizes teamwork

III. Closing

- A. Facilitator asks Participants to return to their seats
- B. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no questions, Facilitator thanks Participants for their participation
- C. Facilitator advances to *T4T topics.ppt* to *P.R.O.C.D.* title slide
- D. Facilitator transitions to the next topic: **P.R.O.C.D.**

IV. Follow-Up

Facilitator collects all materials used in the exercise

P.R.O.C.D.

This topic explores the **Plan, Research, Organize, Create, Deliver** instructional design approach.

Duration: 30 minutes

Handouts

P.R.O.C.D. - Building a Helicopter

Supplies

- Easels with flip-chart paper
- Markers
- LCD Projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



1 minute

P.R.O.C.D. title slide

26 minutes

I. Introduction

Purpose: To provide Participants with an interactive overview of the **Plan, Research, Organize, Create, Deliver** instructional design approach used during the **Building a Helicopter** exercise

II. Content

- A. Facilitator advises Participants they will individually assess the team building exercise by answering questions on the **P.R.O.C.D.** handout
- B. Facilitator distributes and reviews *P.R.O.C.D.* handout
- C. Facilitator informs Participants that they have 15 minutes to answer all questions
- D. Facilitator gives two minute warning
- E. Facilitator reviews questions and responses with Participants:
 1. Plan - How did you and your team approach the exercise "Building a Helicopter?"
 2. Research - How did you and your team determine how you were going to build the helicopter?
 3. Organize - Describe how you and your team planned to build the helicopter

4. Create - Describe the process you and your team took to build the helicopter?
5. Deliver - Were you and your team successful in building the helicopter?
 - a) If yes, how?
 - b) If no, why?

3 minutes



III. Closing

- A. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator advances *T4T Topics.ppt* to *Afternoon Break* slide

Afternoon Break slide

- C. Facilitator advises Participants of **Break**

IV. Follow-Up

Facilitator advances *T4T Topics.ppt* to *Use of Training Aids* title slide

Break
15 minutes

Use of Training Aids

This topic explores the advantages and disadvantages of various training aids.

Duration: 60 minutes

Handouts

Created by Participants

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



Use of Training Aids title slide

*2 minutes***I. Introduction**

Purpose: To discuss the advantages and disadvantages of training aids

*55 minutes***II. Content**

- A. Facilitator asks for a Participant Volunteer to record responses on the flip-chart
- B. Facilitator asks Participants “What types of training aids do you use?”
- C. Participant Volunteer records Participant responses on flip-chart
- D. Facilitator asks Participants to select top 5 training aids from the list
- E. Facilitator asks Participants, “What are the advantages and disadvantages of each of the top 5 training aids?”
- F. Facilitator lists advantages and disadvantages of each of the 5 training aids on the flip-chart

*3 minutes***III. Closing**

- A. Facilitator informs Participants
 - 1. A list of their responses will be created
 - 2. Participants will receive a copy for easy reference throughout the program
- B. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no questions, Facilitator thanks Participants for their participation
- C. Facilitator advances *T4T Topics.ppt* to *Training & Customer Service* title slide
- D. Facilitator transitions to the next topic: **Training & Customer Service**

IV. Follow-Up

- A. Facilitator collects flip-chart paper
- B. Facilitator transcribes list and makes copies for Day 3 **Review**

Training & Customer Service

This topic defines customer service in the training environment.

Duration: 45 minutes

Handouts

H.E.A.T.

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



Training & Customer Service title slide

2 minutes

I. Introduction

Purpose: To discuss customer service within training

40 minutes

II. Content

- A. Facilitator asks for a Participant Volunteer
- B. Facilitator asks Participants "Who is your customer?"
- C. Participant Volunteer records responses
- D. Facilitator asks Participants "What is customer service?"
- E. Participant Volunteer records responses
- F. Facilitator asks Participants "Based on your responses, how do we apply customer service in the classroom?"
- G. Participant Volunteer records responses
- H. Facilitator states "We have a method we would like to share to assist in providing customer service in the classroom."
- I. Facilitator distributes and reviews *H.E.A.T.* handout

3 minutes

III. Closing

- A. Facilitator informs Participants

1. A list of their responses will be created
2. Participants will receive a copy for easy reference throughout the program
- B. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation
- C. Facilitator advances *T4T Topics.ppt* to *Minipresentation Preparation (Lab)* title slide
- D. Facilitator transitions to the next topic: **Minipresentation Preparation (Lab)**

IV. Follow-Up

- A. Facilitator collects flip-chart paper
- B. Facilitator transcribes list and makes copies for Day 3 **Review**

Minipresentation Preparation (Lab)

The lab provides preparation time for the Participants' Day Five Minipresentations.

Duration: 45 minutes

Handouts

Minipresentation Status Form Day Two

Supplies

- LCD Projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



2 minutes

Minipresentation Preparation (Lab) title slide

I. Introduction

Purpose: To provide time for the Participants to work on their Day Five Minipresentation and to complete the *Minipresentation Status Form Day Two*

40 minutes

II. Content

- A. Facilitator distributes and reviews *Minipresentation Status Form Day Two*

- B. Facilitator asks Participants to complete *Minipresentation Status Form Day Two*, and explains the following:
 1. Writing their name and Minipresentation topic
 2. Writing their topic goal and objectives
 3. Describing their topic outline
 4. Facilitator will collect *Minipresentation Status Form Day Two*
 5. Facilitator informs Participants they will receive their *Minipresentation Status Form Day Two* in the Day Three **Review**
 6. Facilitator provides Participants a minimum 30 minutes lab time

3 minutes

III. Closing

- A. Facilitator collects *Minipresentation Status Form Day Two* from Participants
- B. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation
- C. Facilitator advances *T4T Topics.ppt* to *End of Day Two* title slide

Summary title slide

- D. Facilitator transitions to next topic: **Summary**

IV. Follow-Up

- A. Facilitator collects and copies Participants' *Minipresentation Status Form Day Two*
- B. Facilitator files the originals of Participants' *Minipresentation Status Form Day Two* in the Day Three Review folder
- C. Facilitator files the copies of the Participants' *Minipresentation Status Form Day Two* in the Participants' file folders
- D. Facilitator reviews copies of the Participants' *Minipresentation Status Form Day Two*

Summary

The session provides a summary of the day's topics.

The Facilitator gives Participants an opportunity to ask questions regarding the handouts and/or the day's events prior to ending the day's program.



Section 4: **Day Three**

This section covers Day Three of the California DCSS Training for Trainers Certification Program agenda.



California DCSS Training for Trainers Certification Program Facilitators Guide

Day Three Topics

Day Three begins with a **Review** session. The remainder of Day Three is divided into six topics. The topics include:

- Adult Learning
- Mind Mapping
- Presentation Skills-Part 1
- Presentation Skills-Part 2
- Reading a Script
- Minipresentation Preparation (Lab)

Day Three concludes with a **Summary** session.

Review

Prior to the Review session, the Facilitator begins the *PowerPoint* presentation *Daily Review.ppt* and advances to the *Day Three Review* title slide.



Day Three Review title slide

The purpose of the Review is to sign-in the Participants, make announcements, distribute materials, and answer questions. The Facilitator distributes the following handouts from previous sessions:

- *Trainer Roles* list
- *Training Aids* list
- *Training and Customer Service* list
- *Minipresentation Status Form Day Two*

At the end of the Review session, the Facilitator switches to the *T4T Topics.ppt* to the *Adult Learning* title slide and transitions to the topic.

Adult Learning

This topic explores adult learning principles and styles.

Duration: 75 minutes

Handouts

Visual, Auditory, and Kinesthetic Assessment
Adult Learning

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



1 minute

71 minutes

Adult Learning title slide

I. Introduction

Purpose: To explore adult learning principles and styles

II. Content

- A. Facilitator distributes and reviews the *Visual, Auditory, and Kinesthetic Assessment* handout
 1. Facilitator informs Participants they have 15 minutes to complete sections 1, 2, and 3 of the assessment
 2. Facilitator states, "After you have completed sections 1, 2, and 3, we will complete the Assessment Results together"
 3. Facilitator asks "Are there any questions?"
 4. Facilitator gives two-minute warning
 5. Facilitator asks Participants to complete the Assessment Results on page 4 of the handout and identify which category has the highest score
- B. Facilitator divides Participants into three groups based on their highest scores: Auditory, Visual, and Kinesthetic
 1. Facilitator informs Participants they have 20 minutes to write their responses to the following on the flip-chart paper
 - a) Facilitator asks:
 - (1) Auditory group to list challenges faced when training Visual learners

- (2) Visual group to list challenges faced when training Kinesthetic learners
- (3) Kinesthetic group to list challenges faced when training Auditory learners
- b) Facilitator gives two-minute warning
- c) Facilitator asks for a spokesperson from each group
- d) Facilitator explains:
 - (1) The Auditory group shares their list, and the Visual group provides feedback
 - (2) The Visual group shares their list, and the Kinesthetic group provides feedback
 - (3) The Kinesthetic group shares their list, and the Auditory group provides feedback

C. Facilitator distributes and reviews the *Adult Learning* handout

3 minutes

III. Closing

- A. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator advances *T4T Topics.ppt* to *Trainer Technique Presentation* title slide



Trainer Technique Presentation title slide

- C. Facilitator transitions to the next topic: **Trainer Technique Presentation**

IV. Follow-Up

None

Trainer Technique Presentation

This presentation explores different techniques in training. (See “Section 7:Trainer Technique Presentations” on page 81.)

Duration: 15 minutes

Handouts

To be announced during the presentation

Supplies

- Easels with flip-chart paper
- Markers
- LDC projector and screen
- Laptop computer

Miscellaneous

- Switch to Trainer Technique Presentation *PowerPoint* presentation
- See Trainer Technique Presentation Tab section for outline

A. Facilitator advances *T4T Topics.ppt* to *Morning Break* slide

Morning Break title slide

B. Facilitator advances *T4T Topics.ppt* to *Mind Mapping* title slide



Break
15 minutes

Mind Mapping

This topic discusses a brain-storming tool called Mind Mapping.

Duration: 60 minutes

Handouts

Mind Mapping

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



1 minute

57 minutes

Mind Mapping title slide

I. Introduction

Purpose: To discuss Mind Mapping

II. Content

- A. Facilitator introduces exercise
 1. Facilitator asks Participants to take out pen or pencil and paper
 2. Facilitator explains setting
 - a) "Your boss asks you to deliver a speech."
 - b) "You have only 5 minutes to prepare."
 - c) "The only resources you have are pen/pencil and paper."
 - d) "The topic is How to Create a Presentation."
 3. Facilitator asks Participants if they have any questions
 4. Facilitator begins exercise
 5. Facilitator gives a two-minute warning
 6. Facilitator asks Participants "What format did you use to organize your thoughts on paper?" "Why?"
- B. Facilitator states "Lists and outlines are 'linear.' Traditionally this is how we are taught to plan thoughts."
- C. Facilitator states "Mind Mapping is a non-linear form of organizing thoughts."
- D. Facilitator illustrates by creating a mind map to organize a picnic

1. Facilitator draws a circle on the flip-chart paper and writes "Picnic" in the circle
2. Facilitator asks Participants "What do we need?"
3. Facilitator illustrates the Mind Mapping concept on the flip-chart paper
4. Facilitator states "This is the Mind Mapping concept."
- E. Facilitator distributes and reviews the *Mind Mapping* handout
 1. Facilitator asks Participants to turn to page 2 of the handout
 2. Facilitator asks Participants to create a mind map using their Minipresentation topic
 3. Facilitator states "You will have 30 minutes."

2 minutes

III. Closing

- A. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator advances *T4T Topics.ppt* to *Trainer Technique Presentation* title slide



Trainer Technique Presentation title slide

- C. Facilitator transitions to the next topic: **Trainer Technique Presentation**

IV. Follow-Up

None

Trainer Technique Presentation

This presentation explores different techniques in training. (See “Section 7: Trainer Technique Presentations” on page 81.)

Duration: 15 minutes

Handouts

To be announced during the presentation

Supplies

- Easels with flip-chart paper
- Markers
- LDC projector and screen
- Laptop computer

Miscellaneous

- Switch to Trainer Technique Presentation *PowerPoint* presentation
- See Trainer Technique Presentation Tab section for outline



A. Facilitator advances *T4T Topics.ppt* to *Lunch Break* slide

Lunch Break slide

B. Facilitator advises Participants of **Lunch**

1. Duration
2. Location

C. Facilitator advances *T4T Topics.ppt* to *Presentation Skills—Part 1* title slide

Lunch
75 minutes

Presentation Skills—Part 1

This topic reviews the “Organization and Development of Content” portion of the *Minipresentation Evaluation Form*.

Duration: 60 minutes

Handouts

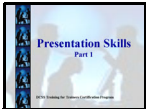
Minipresentation Evaluation Form - Part 1

Supplies

- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



Presentation Skills - Part 1 title slide

1 minute

I. Introduction

Purpose: To review the “Organization and Development of Content” criteria on the *Minipresentation Evaluation Form*

55 minutes

II. Content

- A. Facilitator asks Participants if they are familiar with the saying
 1. “Tell them what you’re going to tell them, Tell them, and Tell them what you’ve told them,” commonly known as “TTT.”
 2. Facilitator asks Participants what is missing from the statement (*Answer: “How”*)
- B. Facilitator states “Let’s look at one systematic approach to ‘How?’”
- C. Facilitator distributes and reviews *Minipresentation Evaluation Form - Part 1* handout
- D. Facilitator states “This is the first part of the *Minipresentation Evaluation Form* you will be using during your Minipresentations on Friday.”
 1. Facilitator informs Participants they will complete one for every presentation given, except their own
 2. Facilitator asks Participants to define each criteria item (open discussion)
- E. Facilitator asks Participants to identify, on their handouts, which criteria items belong to:
 1. “Tell them what you’re going to tell them”
 2. “Tell them”



4 minutes



3. "Tell them what you've told them"
- F. Facilitator reviews answers with Participants by displaying *PowerPoint* answers:

Organization and Development of Content slide

1. Criteria items 1- 3: "Tell them what you're going to tell them"
2. Criteria items 4 - 8: "Tell them"
3. Criteria item 9: "Tell them what you've told them"

III. Closing

- A. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator advances *T4T Topics.ppt* to *Trainer Technique Presentation* title slide.
- C. Facilitator transitions to the next topic: **Trainer Technique Presentation**

Trainer Technique Presentation title slide

IV. Follow-Up

None

Trainer Technique Presentation

This presentation explores different techniques in training. (See “Section 7: Trainer Technique Presentations” on page 81.)

Duration: 15 minutes

Handouts

To be announced during the presentation

Supplies

- Easels with flip-chart paper
- Markers
- LDC projector and screen
- Laptop computer

Miscellaneous

- Switch to Trainer Technique Presentation *PowerPoint* presentation
- See Trainer Technique Presentation Tab section for outline

A. Facilitator advances *T4T Topics.ppt* to *Afternoon Break* slide

Afternoon Break title slide

B. Facilitator advances *T4T Topics.ppt* to *Presentation Skills—Part 2* title slide



Break
15 minutes

Presentation Skills—Part 2

This topic reviews the “Delivery of Presentation” portion of the *Minipresentation Evaluation Form—Part 2*.

Duration: 60 minutes

Handouts

Minipresentation Evaluation Form - Part 2

Supplies

- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



Presentation Skills—Part 2 title slide

1 minute

I. Introduction

Purpose: To review the “Delivery of Presentation” criteria on the *Minipresentation Evaluation Form - Part 2*.

55 minutes

II. Content

- A. Facilitator distributes and discusses *Minipresentation Evaluation Form - Part 2* handout.
- B. Facilitator states “This is the second part of the *Minipresentation Evaluation Form* you will be using during your minipresentations on Friday.”
 1. Facilitator informs Participants they will complete one for every presentation given, except their own
 2. Facilitator asks Participants to define each criteria item (open discussion)
- C. Facilitator states “Tomorrow, we’ll discuss how to rate the *Minipresentation Evaluation Form*.”

4 minutes

III. Closing

- A. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator advances *T4T Topics.ppt* to *Reading a Script* title slide
- C. Facilitator transitions to the next topic: **Reading a Script**

IV. Follow-Up

None

Reading a Script

During this topic, Participants read a script aloud and discuss the differences in delivery.

Duration: 45 minutes

Handouts

CDCSS Training for Trainers Certification Program Goal Statement (in binder)

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation T4T Topics.ppt



1 minute

41 minutes

Reading a Script title slide

I. Introduction

- A. Purpose: To read a script aloud and discuss delivery styles

II. Content

- A. Facilitator asks Participants, “When would a trainer be required to read a script to deliver a presentation?” (open discussion)
1. Facilitator may use the following examples:
 - a) Federally mandated training
 - b) State mandated training
 - c) Locally mandated training
 2. Facilitator asks for a Participant Volunteer to read the *CDCSS Training for Trainers Certification Program Goal Statement*
 3. Facilitator asks for feedback using the *Minipresentation Evaluation Form - Part 2*
 4. Facilitator repeats steps A.2. and A.3. (time permitting)

3 minutes

5. Facilitator may use the following examples during feedback:
 - a) Pausing between words to stress important information
 - b) Speaking clearly and confidently
 - c) Practice, Practice, Practice
 - d) Practice with another person for feedback

III. Closing

- A. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator advances *T4T Topics.ppt* to *Minipresentation Preparation (Lab)* title slide
- C. Facilitator transitions to the next topic: **Minipresentation Preparation (Lab)**

IV. Follow-Up

None

Minipresentation Preparation (Lab)

The lab provides preparation time for the Participants' Day Five Minipresentations.

Duration: 45 minutes

Handouts

Minipresentation Status Form Day Three

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



Minipresentation Preparation (Lab) title slide

2 minutes

I. Introduction

Purpose: To provide time for the Participants to work on their Day Five Minipresentation and to complete the *Minipresentation Status Form Day Three*

40 minutes

II. Content

- A. Facilitator distributes and reviews *Minipresentation Status Form Day Three* handout
- B. Facilitator asks Participants to complete *Minipresentation Status Form Day Three* by:
 - 1. Writing their Name and Minipresentation Topic
 - 2. Describing Training Techniques they plan to use
 - 3. Describing how their Minipresentation will impact the audience
 - 4. Describing their challenges while preparing their Minipresentation
- C. Facilitator will collect *Minipresentation Status Form Day Three* from Participants
- D. Facilitator informs Participants they will receive their *Minipresentation Status Form Day Three* in the Day Four **Review**
- E. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses with Participants
 - 2. If no questions, Facilitator thanks Participants for their participation
- F. Facilitator provides lab time for Participant Minipresentation preparation and completion of the *Minipresentation Status Form Day Three*
- G. Facilitator collects *Minipresentation Status Form Day Three* from Participants

3 minutes

III. Closing

- A. Facilitator advances *T4T Topics.ppt* to *Summary* title slide

Summary title slide

- B. Facilitator transitions to the next topic: **Summary**

IV. Follow-Up

- A. Facilitator collects and copies Participants' *Minipresentation Status Form Day Three*
- B. Facilitator files the originals of Participants' *Minipresentation Status Form Day Three* in the Day Four Review folder



- C. Facilitator files the copies of the Participants' *Minipresentation Status Form Day Three* in the Participants' file folders
- D. Facilitator reviews copies of the Participants' *Minipresentation Status Form Day Three*

Summary

The session provides a summary of the day's topics. During the Day Three Summary session the Facilitator distributes the compiled:

- *Professional Image* list
- *Importance Of Being On Time As A Trainer Lists*

The Facilitator gives Participants an opportunity to ask questions regarding the handouts and/or the day's events prior to ending the day's program.



Section 5: **Day Four**

This section covers Day Four of the California DCSS Training for Trainers Certification Program agenda.



California DCSS Training for Trainers Certification Program Facilitators Guide

Day Four Topics

Day Four begins with a **Review** session. The remainder of Day Four is divided into four topics. The topics include:

- The Unique Participant
- Self-Directed Team Approach
- Rating the Minipresentation
- Minipresentation Preparation (Lab)

Day Four concludes with a **Summary** session.

Review

Prior to the Review session, the Facilitator begins the *PowerPoint* presentation *Daily Review.ppt* and advances to the *Day Four Review* title slide.



Day Four Review title slide

The purpose of the Review is to sign-in the Participants, make announcements, distribute materials, and answer questions. The Facilitator distributes the following handouts from previous sessions:

- *Minipresentation Status Form Day Three*

At the end of the Review session, the Facilitator switches to the *T4T Topics.ppt* to the *Unique Participant* title slide and transitions to the topic.

The Unique Participant

This topic facilitates a discussion of the various types of “Unique Participants.”

Duration: 75 minutes.

Handouts

The Unique Participant

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*

Facilitator writes one of the Unique Participants below on the second page of each flip-chart. The first sheet of the flip-chart covers the Unique Participant types until the group activity portion of the topic.

1. The Talk Hog (Easel 1)
2. The Subject Matter Expert (Easel 2)
3. The Quiet Type (Easel 3)
4. The Resentful Type (Easel 4)
5. The Heckler (Easel 5)



2 minutes

70 minutes

The Unique Participant title slide

I. Introduction

Purpose: To discuss various types of Unique Participants

II. Content

- A. Facilitator distributes and reviews *The Unique Participant* handout
 1. Participant defines the five types of Unique Participants identified by the Office of Child Support Enforcement (OCSE)
 - a) The Talk Hog
 - b) The Subject Matter Expert
 - c) The Quiet Type
 - d) The Resentful Type
 - e) The Heckler

3 minutes



2. Facilitator informs Participants they have 10 minutes to complete the exercise
3. Facilitator asks if Participants have any questions
4. Facilitator gives two-minute warning
- B. Facilitator debriefs exercise
 1. Facilitator asks for a Participant Volunteer
 2. Facilitator asks Participants "What are your suggestions for addressing each Participant type?"
 3. Participant Volunteer records responses on flip-charts

III. Closing

- A. Facilitator informs Participants
 1. A list of their responses will be created for them
 2. They will receive a copy of the list for easy reference throughout the program
- B. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation
- C. Facilitator advances *T4T Topics.ppt* to *Trainer Technique Presentation* title slide

Trainer Technique Presentation title slide

- D. Facilitator transitions to the next topic: **Trainer Technique Presentation**

IV. Follow-Up

- A. Facilitator collects flip-chart paper
- B. Facilitator transcribes list and makes copies for Day Four **Summary**

Trainer Technique Presentation

This presentation explores different techniques in training. See “Section 7: Trainer Technique Presentations” on page 81.

Duration: 15 minutes

Handouts

To be announced during the presentation

Supplies

- Easels with flip-chart paper
- Markers
- LDC projector and screen
- Laptop computer

Miscellaneous

- Switch to Trainer Technique Presentation *PowerPoint* presentation
- See Trainer Technique Presentation Tab section for outline

- A. Facilitator advances *T4T Topics.ppt* to *Morning Break* slide

Morning Break title slide

- B. Facilitator advances *T4T Topics.ppt* to *Self-Directed Team Approach* title slide



Break
15 minutes

Self-Directed Team Approach

This topic explores the Self-Directed Team Approach.

Duration: 60 minutes

Handouts

- *Characteristics of a Self-Directed Team*

Supplies

- Easels and flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



3 minutes

Self Directed Team Approach title slide

I. Introduction

- A. Goal: To explore the Self-Directed Team Approach
- B. Objectives:
 1. Describe the Self-Directed Team Approach
 2. Identify advantages

54 minutes

II. Content

- A. Facilitator asks Participants "What is the Self-Directed Team Approach?" (open discussion)
- B. Facilitator distributes and reviews *Characteristics of a Self-Directed Team* handout
- C. Facilitator asks the Participants "What are the advantages of the Self-Directed Team Approach?"
 1. Facilitator asks for a Participant Volunteer
 2. Participant Volunteer records advantages on flip-chart paper
- D. Facilitator states to Participants "When you certify to teach this program, you become a member of the Statewide Training for Trainers Leadership Team. This team uses the 'Self-Directed Team Approach' on all levels."

3 minutes



III. Closing

- A. Facilitator informs Participants
 1. A list of their responses will be created for them
 2. They will receive a copy of the list for easy reference throughout the program
- B. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation
- C. Facilitator advances *T4T Topics.ppt* to *Trainer Technique Presentation* title slide

Trainer Technique Presentation title slide

- D. Facilitator transitions to next topic: **Trainer Technique Presentation**

IV. Follow-up

- A. Facilitator collects flip-chart paper
- B. Facilitator transcribes list and makes copies for Day Four **Summary** session

Trainer Technique Presentation

This presentation explores different techniques in training. See "Section 7: Trainer Technique Presentations" on page 81.

Duration: 15 minutes

Handouts

To be announced during the presentation

Supplies

- Easels with flip-chart paper
- Markers
- LDC projector and screen
- Laptop computer

Miscellaneous

- Switch to Trainer Technique Presentation *PowerPoint* presentation
- See Trainer Technique Presentation Tab section for outline



Lunch
75 minutes

A. Facilitator advances *T4T Topics.ppt* to *Lunch Break* slide

Lunch Break slide

B. Facilitator advises Participants of **Lunch**

1. Duration
2. Location

C. Facilitator advances *T4T Topics.ppt* to *Rating the Minipresentation* title slide

Rating the Minipresentation

During this topic, Participants review the *Minipresentation Evaluation Form*.

Duration: 60 minutes

Handouts

Minipresentation Evaluation Form

Supplies

- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *T4T Topics.ppt*



Rating the Minipresentation title slide

3 minutes

I. Introduction

Purpose: To review the *Minipresentation Evaluation Form* rating process

55 minutes

II. Content

- A. Facilitator distributes and reviews the *Minipresentation Evaluation Form* handout
 1. Organization and Development of Content
 2. Delivery of Presentation
- B. Facilitator discusses each rating category
 1. "E" for Excellent: First rate, great, prime, outstanding, super, terrific, top notch
 2. "S" for Satisfactory: Adequate, suitable, all right, pleasing, fitting, agreeable
 3. "N" for Needs Improvement: Area of opportunity, step-up, change for the better
 4. Facilitator discusses combining E/S/N when rating.

2 minutes

III. Closing

- A. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation



- B. Facilitator advances *T4T Topics.ppt* to *Trainer Technique Presentation* title slide

Trainer Technique Presentation title slide

- C. Facilitator transitions to next topic: **Trainer Technique Presentation**

IV. Follow-Up

Facilitator produces sufficient number of “Minipresentation Evaluation Forms” for the **Deliver Minipresentation** (Day Five)

Trainer Technique Presentation

This presentation explores different techniques in training. See “Section 7: Trainer Technique Presentations” on page 81.

Duration: 15 minutes

Handouts

To be announced during the presentation

Supplies

- Easels with flip-chart paper
- Markers
- LDC projector and screen
- Laptop computer

Miscellaneous

- Switch to Trainer Technique Presentation *PowerPoint* presentation
- See Trainer Technique Presentation Tab section for outline

- A. Facilitator advances *T4T Topics.ppt* to *Afternoon Break* slide

Afternoon Break title slide

- B. Facilitator advances *T4T Topics.ppt* to *Minipresentation Preparation (Lab)* title slide



Break
15 minutes

Minipresentation Preparation (Lab)

The lab provides preparation time for the Participants' Day Five Minipresentations.

Duration: 150 minutes

Handouts

Minipresentation Status Form Day Four

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation T4T Topics.ppt



2 minutes

Minipresentation Preparation Lab title slide

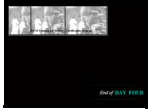
I. Introduction

Purpose: To provide time for the Participants to work on their Day Five Minipresentation and to complete the *Minipresentation Status Form Day Four*

145 minutes

II. Content

- A. Facilitator provides and reviews *Minipresentation Status Form Day Four* handout
- B. Facilitator asks Participants to complete *Minipresentation Status Form Day Four* by:
 1. Writing their Name and Minipresentation Topic
 2. Describing how their Minipresentation was organized
 3. Describing how their Minipresentation can be used in future training sessions
 4. Providing any updates to their Topic outline
- C. Facilitator provides lab time for Participant Minipresentation preparation and completion of the *Minipresentation Status Form Day Four*
- D. Facilitator collects *Minipresentation Status Form Day Four* from Participants
- E. Facilitator informs Participants they will receive their *Minipresentation Status Form Day Four* in the next day's **Review** session

3 minutes

III. Closing

- A. Facilitator asks Participants for any questions
 1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator advances *T4T Topics.ppt* to *Summary* title slide

Summary title slide

- C. Facilitator transitions to: **Summary**

IV. Follow-Up

- A. Facilitator collects and copies Participants' *Minipresentation Status Form Day Four*
- B. Facilitator files the originals of Participants' *Minipresentation Status Form Day Four* in the Day Five Review folder
- C. Facilitator files the copies of the Participants' *Minipresentation Status Form Day Four* in the Participants' file folders
- D. Facilitator reviews copies of the Participants' *Minipresentation Status Form Day Four*

Summary

The session provides a summary of the day's topics. During the Day Four Summary session the Facilitator distributes the compiled:

- *The Unique Participant* list
- *Advantages of Self-Directed Team Approach* list
- *Importance Of Being On Time As A Trainer* Lists
- *Professional Image* list

The Facilitator gives Participants an opportunity to ask questions regarding the handouts and/or the day's events prior to ending the day's program.



Section 6: **Day Five**

This section covers Day Five of the California DCSS Training for Trainers Certification Program agenda.



California DCSS Training for Trainers Certification Program Facilitators Guide

Day Five Topics

Day five begins with a **Review** session. The remainder of Day Five is divided into two topics. The topics include:

- Deliver Minipresentation
- Lunch/Plenary Session

Day Five concludes the CDCSS Training for Trainers Program.

Review

The purpose of the Review is to sign-in the Participants, make announcements, distribute materials, and answer questions. The Facilitator distributes the following handouts from previous sessions:

- *Minipresentation Status Form Day Four*

Participants draw numbers to determine their order for the day's Minipresentations.

At the end of the Review session, the Facilitator transitions to the Deliver Minipresentations topic.

Deliver Minipresentation

Participants deliver their Minipresentations.

Duration: 195 minutes

Handouts

Minipresentation Evaluation Forms

Supplies

None

Miscellaneous

None

1 minute

I. Introduction

- A. Goal: To certify Trainers
- B. Objectives
 1. Deliver a Minipresentation
 2. Provide feedback

193 minutes

II. Content

- A. Facilitator briefly reviews delivery and feedback process
 - 1. Facilitator distributes *Minipresentation Evaluation Forms*
 - a) Participants to complete a *Minipresentation Evaluation Form* on each Participant
 - b) Facilitator collects *Minipresentation Evaluation Form* after each Minipresentation delivery and prepares for distribution at the end of the session
 - 2. Facilitator explains feedback process:
 - a) What was done well
 - b) Areas of Opportunity
- B. Facilitator asks Participant #32 to begin process by providing feedback to Participant #1
 - 1. This process will continue until the last Participant delivers their Minipresentation
 - 2. Facilitator collects presentation numbers from Participants prior to delivery of their Minipresentation

1 minute

III. Closing

- A. Facilitator returns completed *Minipresentation Evaluation Forms* to Participants
- B. Facilitator congratulates Participants
- C. Facilitator advises Participants of **Lunch/Plenary Session**

IV. Follow-Up

Facilitator ensures all Minipresentation Number Cards are collected

Lunch/Plenary Session

The Plenary Session officially closes the CDCSS Training for Trainers Certification Program.

Duration: 120 minutes

Handouts

None

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer
- Microphone

Miscellaneous

PowerPoint presentation *T4T Close.ppt*



2 minutes

Plenary Session title slide

I. Introduction

Purpose: To officially close the CDCSS Training for Trainers Certification Program

116 minutes

II. Content

A. Open Forum

1. Facilitator asks Participants to provide candid feedback about the Program
 - a) What we did well
 - b) Areas of Opportunity
2. Program Goal & Objectives: Facilitator asks Participants "Did we meet the Program Goal and Objectives?"
3. Program Agenda: Facilitator asks Participants "Did we do everything we said we would?"

B. Program Evaluation and Survey

1. Facilitator asks Participants to provide *Program Evaluation Form* and *Survey*
2. Facilitator collects *Program Evaluation Forms* and *Survey*

C. Closing Remarks

1. OCSE Representative
2. CDCSS Representative(s)
3. CSDA Representative
4. Training for Trainers Leadership Team

2 minutes

III. Closing

Facilitator congratulates Participants

IV. Follow-Up

Facilitator to review checklist for equipment and supplies

Section 7: **Trainer Technique Presentations**

This section outlines the six Trainer Technique Presentations that will be presented at various times throughout the five day program.



California DCSS Training for Trainers Certification Program Facilitators Guide

Trainer Technique Presentation Topics

The Trainer Technique Presentations explores different techniques used in training.

Time Management

This topic provides Participants with a priority planning method.

Duration: 15 minutes

Handouts

Priority Planning

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *Trainer Techniques.ppt*

Facilitator draws *Priority Planning* boxes on the second page of each flip-chart. The first sheet of the flip-chart covers the questions until the group activity portion of the topic.

Resource Table (Time Management tips)



2 minutes

10 minutes

Time Management title slide

I. Introduction

Purpose: To provide a priority planning method

II. Content

- A. Facilitator asks:
 1. "Do you have enough time for everything you need to do?"
 2. "Do you have competing priorities?"
- B. Facilitator uncovers flip-chart paper revealing Priority Planning boxes
- C. Facilitator states: "This is one of many prioritization tools designed to assist you in planning priorities."
- D. Facilitator demonstrates and explains each step of the method using the flip-chart drawing as follows:

1. Facilitator states, "Let's list three competing assignments."
 - a) Update written procedures
 - b) Respond to emails
 - c) Create agenda for afternoon meeting
 2. "Let's define IMPORTANCE, by weighing the consequences of it not being done."
 3. Facilitator defines IMPORTANCE scale:
 - a) 1 equals immediate consequences
 - b) 2 equals minor consequences
 - c) 3 equals no measurable consequences
 4. "Next, let's assign numeric values for the IMPORTANCE of each assignment."
 5. "The next column is "URGENCY"
 - a) Let's define
 - (1) 1 as urgent, most time sensitive
 - (2) 2 as important, needs to be done, and
 - (3) 3 as Important, but can wait
 - b) Facilitator
 - (1) Asks Participants to identify which will be 1, 2 and 3
 - (2) And writes the numbers in the URGENCY column
 6. "The third column is PRIORITY
 - a) The product of IMPORTANCE multiplied by URGENCY
 - b) "So, let's do the math and enter the answer in the PRIORITY column"
 7. "The last step is to Enter the "Priority Factor" in the last column"
 - a) "Your lowest number is your first priority"
 - b) "NOTE: If you have a tie, you must subjectively choose one priority over the other"
 - c) "The formula has helped us rate the assignments"
- E. Facilitator explains
1. "This is one method of planning priorities to organize and manage your time."
 2. "I am handing out a blank copy of this method for your use."
 3. "Also, there are additional Time Management tips available on the resource table."

3 minutes

III. Closing

- A. Facilitator asks Participants for any questions
1. If questions, Facilitator discusses
 2. If no questions, Facilitator thanks Participants for their participation

- B. Facilitator says “Stay tuned for more groundbreaking Trainer Technique Presentations.”
- C. Facilitator transitions to break or lunch.

IV. Follow-Up

None



Priority Planning Handout

PRIORITY PLANNING

This method is used to evaluate priorities according to which is most important and most urgent.

1. List three assignments on the table below.
2. Assign a numeric value for the IMPORTANCE of each assignment.
(1=Immediate consequences; 2=Minor consequences; 3=No measurable consequences)
3. Assign a numerical value for the URGENCY of each assignment.
(1=Urgent, most time sensitive; 2=Important, needs to be done; 3=Important, but can wait)
4. Multiply IMPORTANCE times URGENCY values to determine the PRIORITY FACTOR for each assignment.
5. Rank each assignment from highest to lowest PRIORITY FACTOR.
6. List the ACTION steps required to complete each assignment

Top three assignments:	Importance I x	Urgency U =	Priority P	Priority Factor* 1 2 3

* If you have a tie, subjectively choose one priority over the other so that your priorities are ranked

DCSS Training for Trainers Certification Program

Figure 1: Priority Planning handout

The Importance of Being on Time as a Trainer

This topic discusses the advantages of being on time and how it impacts training.

Duration: 15 minutes

Handouts

Created by Participants

Supplies

- Easels with flip-chart paper
- LCD Projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *Trainer Techniques.ppt*

Facilitator writes one of each of the questions listed below on the second page of each flip-chart. The first sheet of the flip-chart covers the questions until they are addressed in the presentation.

1. What does it mean to be on time? (Easel 1)
2. Why is it necessary or important to be on time? (Easel 2)
3. If a trainer is always late, how would this action be interpreted by the participants, co-workers, etc...? (Easel 3)
4. When you are on time, what impact do you have on customer service? (Easel 4)



2 minutes

10 minutes

The Importance of Being on Time as a Trainer title slide

I. Introduction

Purpose: To emphasize and discuss the importance of being on time

II. Content

- A. Facilitator asks Participants "As a Trainer, is being on time for meetings, conferences, trainings, etc., important?"
- B. Facilitator asks "What does it mean to be on time?"
- C. Facilitator discusses travel analogy
 1. Book plane reservations
 2. "How do you prepare for your scheduled flight?"
 3. "Why?"
 4. "What would happen if you did not prepare?"

- D. Facilitator asks Participant Volunteer to record responses on flip-chart paper
- E. Facilitator re-asks question and has Participant Volunteer record responses on flip-chart paper
- F. Facilitator asks “Why is it necessary or important to be on time?”
- G. Participant Volunteer records responses on flip-chart paper
- H. Facilitator asks “What if a trainer was always late for their presentations, meetings, conferences, and appointments? How would this action be interpreted by the participants, co-workers, etc...?”
- I. Participant Volunteer records responses on flip-chart paper
- J. Facilitator asks “Would a trainer being consistently late have a negative impact on customer service?”
- K. Facilitator asks “When you are on time, what impact do you have on customer service?”
- L. Participant Volunteer records responses on flip-chart paper
- M. Facilitator states “We have discussed why being on time is important, what it means, and its impact on training.”
- N. Facilitator informs Participants
 - 1. A list of their responses will be created
 - 2. Participants will receive a copy for easy reference throughout the program
- O. Facilitator states “*To be early is to be on time. To be on time is to be late. To be late is inexcusable.*”

3 minutes

III. Closing

- A. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator says “Stay tuned for more groundbreaking Trainer Technique Presentations.”
- C. Facilitator transitions to break or lunch

IV. Follow-Up

- A. Facilitator collects flip-chart paper
- B. Facilitator transcribes list and makes copies for **Summary** session

The Importance of a Professional Image in the Classroom

This topic emphasizes the importance of maintaining a professional image and its impact on training.

Duration: 15 minutes.

Handouts

Created by Participants

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *Trainer Techniques.ppt*.

Facilitator writes one of the questions listed below on the second page of each flip-chart. The first sheet of the flip-chart covers the questions until the group activity portion of the topic.

1. What is a professional image? (Easel 1)
2. Why is a professional image important? (Easel 2)



The Importance of a Professional Image in the Classroom
title slide

2 minutes

I. Introduction

Purpose: To emphasize and discuss the importance of a professional image in the classroom

10 minutes

II. Content

- A. Facilitator asks for a Participant Volunteer
- B. Facilitator asks Participants "What is a professional image?" and Participant Volunteer records responses on flip-chart paper
- C. Facilitator discusses the aspects of a professional image
 1. Attitude
 2. Stance (posture)
 3. Eye Contact
 4. Charisma

5. Tone
 6. Knowledge (mastery of content)
 7. Classroom set-up
 8. Time management/promptness
 9. Preparedness
 10. Attire
 11. Verbal skills
 12. Professional
 13. Confidence
 14. Grooming
 15. Surroundings
- D. Facilitator asks Participants “Is it important for a Trainer to maintain a professional image in the classroom?” “Why?”
1. Participant Volunteer records responses on flip-chart paper
 2. Facilitator guides Participants to include:
 - a) Model behavior
 - b) Professional
 - c) Leader
 - d) High profile
 - e) Credibility
 - f) Believability
 - g) Acceptability
 - h) We are a business
- E. Facilitator asks Participants “As a participant do you notice a trainer’s professional image and how does it affect you as a participant?”
- F. Facilitator discusses in-class impressions of a Trainer’s image by referring back to list created by participants
1. Examples of non-professional training techniques
 2. Facilitator asks for Participant’s impressions
 3. Facilitator compares and contrasts with professional techniques
- G. Facilitator asks Participants “We have discussed how a professional image is important and how it impacts your participants. Does your professional image impact your training?”

3 minutes

III. Closing

- A. Facilitator informs Participants
1. A list of their professional image responses will be created
 2. They will receive a copy of the list for easy reference throughout the program

- B. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no questions, Facilitator thanks Participants for their participation
- C. Facilitator to say: "Stay tuned for more groundbreaking Trainer Technique Presentations."
- D. Facilitator transitions to break or lunch

IV. Follow-up

- A. Facilitator collects flip-chart paper
- B. Facilitator transcribes list and makes copies for **Summary** session

How to Assess and Engage Your Audience

This topic provides Participants with tips on how to assess classroom involvement and keep Participants interested.

Duration: 15 minutes

Handouts

How to Assess and Engage Your Audience

Supplies

- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *Trainer Techniques.ppt*



2 minutes

10 minutes

How to Assess and Engage Your Audience title slide

I. Introduction

Purpose: To discuss tips on how to assess and engage your audience

II. Content

- A. Facilitator asks: "Why is it important to assess and engage your audience?" and discusses responses
- B. Facilitator distributes and reviews handout
- C. Facilitator discusses "Pre-event preparation"
 - 1. Tip #1: Research your audience before the presentation

- a) Who are they?
 - b) Why do they need this information?
 - c) Include the information they need/want
- 2. Tip #2: Create a dynamic introduction
 - a) Grab Participants' attention in the first minute; there may not be another chance
 - b) Preview the content of the presentation
 - c) Drop hints of what is coming later to build anticipation
 - d) Incorporate the WIIFM (What's in it for me?)
- D. Facilitator discusses "During the Presentation"
 - 1. Tip #3: Maintain eye contact
 - a) Look at each Participant for a few seconds during a presentation
 - b) Be careful not to stare too long
 - 2. Tip #4: Be aware of classroom behavior
 - a) How an audience may perceive the Trainer
 - b) Facilitator asks Participants "How do you want your audience to perceive you?"
 - (1) Sincere
 - (2) Knowledgeable
 - (3) Confident
 - (4) Natural - Being "Yourself"
 - (a) Facial expressions
 - (b) Posture
 - (c) Gestures
 - (d) Movement
 - (e) Tone of voice
 - (5) Humorous
 - (a) Use of humor when appropriate
 - (b) Related to topic
 - (c) Uncontrived, if possible
 - 3. Tip #5: Look for light bulbs
 - a) Focus on "Are they getting it?" vs. "How am I doing?"
 - b) Seek indicators of where the Participants are in the topic
 - c) Verbal Indications
 - (1) Ask questions
 - (a) Most powerful tool to assess and engage your Participants
 - (b) Get a reading on where there are
 - (c) Discover what Participants want to learn/expectations
 - (2) Ask for questions from class
 - d) Non-verbal indicators
 - (1) Eyes

3 minutes

- (a) Focused on the Trainer - OR -
 - (b) Closed and sleeping
- (2) Body Language
 - (a) Are the Participants alert and sitting up?
 - (b) Are they lying with their heads on the desk?
- 4. Tip # 6: Establish a Connection
 - a) Build a rapport with Participants
 - b) Involve the Participants in the class
 - c) Show interest in the Participants and in their learning
- E. Facilitator asks "What is the WIIFM for the trainer?"

III. Closing

- A. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no questions, Facilitator thanks Participants for their participation
- B. Facilitator states "Stay tuned for more groundbreaking Trainer Technique Presentations."
- C. Facilitator transitions to break or lunch.

IV. Follow-Up


None



How to Assess and Engage Your Audience Handout

How to Assess and Engage Your Audience

- Research your audience
- Create a dynamic introduction
- Maintain eye contact
- Be aware of your behavior in the classroom
- Look for light bulbs
- Establish a connection



DCSS Training for Trainers Certification Program

Figure 2: How to Assess and Engage Your Audience handout

Fielding Questions and Using Them to Your Advantage

This topic provides Participants with useful tips on how to respond to questions in a classroom setting and how to use questions to help enhance training.

Duration: 15 minutes

Handouts

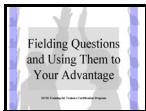
None

Supplies

- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *Trainer Techniques.ppt*



Fielding Questions and Using Them to Your Advantage
title slide

2 minutes

I. Introduction

Purpose: To discuss ways questions can enhance training

10 minutes

II. Content

- A. Facilitator asks Participants: "What is the most challenging question Participants can ask?"
 1. Facilitator allows Participants to answer using the **A P C** method
 - a) **A**sk the question
 - b) **P**ause for the response
 - c) **C**all on a Participant
 2. Facilitator asks Participants "Do your Participants deserve a response?"
 - a) Facilitator states "Your Participants deserve a response."
 - b) Facilitator describes the WIIFM Principle (What's In It For Me)
 - (1) Adults want to know what they can gain from a presentation and why they are there
 - (2) Adults believe in and learn from things they discover for themselves
 - (3) Questions provide Facilitators an opportunity to communicate that WIIFM
- B. Facilitator discusses the use of questions as valuable tools

1. Facilitators can use questions to
 - a) Guide Participants to a conclusion
 - b) Inspire them to think
 - c) Change a person's train of thought
 - d) Create an interactive presentation:
 - (1) Liven up a presentation
 - (2) Get Participants to "buy-in"
- C. Facilitator states "Questions from a class are signals." "Why?"
 1. Facilitator allows participants to answer
 2. Questions can indicate areas of confusion or miscommunication
 - a) Questions help Facilitators keep a finger on the pulse
 - b) They allow an opportunity to correct misconceptions
- D. What are some ways trainers may respond to questions?
 1. Restate a question
 2. Redirect a question
 3. Use a parking lot
 - a) Facilitator states Participants may ask questions that are beyond the scope of training
 - b) Use a "parking lot" for questions to be addressed later
 - c) A parking lot is an area in the room that allows a Facilitator to record questions that:
 - (1) Are beyond the scope of training
 - (2) Or you don't know the answer to
 - d) Inform Participants when and how you will answer questions that have been parked
 - e) Respond to questions even if you are "parking it"
 - (1) Don't get led astray with long wordy responses
 - (2) Be brief and don't let it break the continuity
- E. Facilitator states "What if nobody is asking questions?"
 1. "How can a trainer field questions and use them to your advantage if no one is asking?"
 2. Ask Participant's questions
- F. Facilitator states Trainers can use different types of questions to fit specific Participants
 1. Assumptive Questions
 - a) Assume Participants have knowledge of the topic
 - b) Facilitator gives example: "How long does it take to drive from this location to the airport? When you ask that question you are assuming the participant knows where the airport is and how to get there."
 - c) Assumptive questions can be great assessment tools

- d) They can identify your Subject Matter Experts
- 2. Factual Questions
 - a) Require a specific response
 - b) Facilitator gives example: "How many tables are in this room? There is only one correct answer to that question."
 - c) A factual question can be used to involve Participants
- 3. Summary Questions
 - a) Require Participants to explain something
 - b) Facilitator gives example: What do you think about....?
 - c) Summary questions can encourage Participants to share ideas
 - d) They can help create an interactive environment
 - e) They can point out new solutions
- G. Facilitator states questions can enhance your training by
 - 1. Reinforce the ideas you have communicated
 - 2. You can restate a question in a positive light
 - 3. Guide Participants to a conclusion
 - 4. Expand comprehension
 - 5. Provide valuable new insights
 - 6. Create interaction in the classroom
 - 7. Can involve everyone
- H. Facilitator states questions may encourage teamwork even beyond the classroom: "When you use questions to your advantage, people may leave your sessions committed to positive change."

3 minutes

III. Closing

- A. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no, Facilitator thanks Participants for their participation
- B. Facilitator states "Stay tuned for more groundbreaking Trainer Technique Presentations."
- C. Facilitator transitions to break or lunch.

IV. Follow-up

None

How to Use Your Surroundings to Maximize the Impact of Your Presentation

This topic discusses the impact of your surroundings on your presentation.

Duration: 15 minutes

Handouts

None

Supplies

- Easels with flip-chart paper
- Markers
- LCD projector and screen
- Laptop computer

Miscellaneous

PowerPoint presentation *Trainer Techniques.ppt*

Resource Table (Seating Arrangements)



How to Use Your Surroundings to Maximize the Impact of Your Presentation title slide

2 minutes

I. Introduction

Purpose: To discuss how to use your surroundings to maximize the impact of your presentation.

10 minutes

II. Content

- A. Facilitator asks "What are some ways to arrange seating in the training room?"
 1. Conference
 2. Classroom
 3. U-shaped
 4. Roundtable
- B. Facilitator asks "What are some advantages to the classroom seating arrangement?"
 1. Where would the facilitator be?
 2. Where are the Participants seated?
 3. Where is the equipment?
 4. What seating arrangement are we in now?
- C. Facilitator states classroom seating is used for larger audiences

- D. Facilitator states U-shaped style seating is preferred for more intimate training classes
 - 1. What are some advantages of this seating arrangement?
 - 2. Working in groups
 - 3. Interactive
 - 4. Visibility
- E. Facilitator asks "What other factors may affect your environment?"
 - 1. Room is clean
 - 2. Temperature
 - 3. Equipment working properly
- F. Facilitator states "We have talked about seating arrangements, and the classroom environment. Remembering these factors allows you to use your surroundings to maximize the impact of your presentation."

3 minutes

III. Closing

- A. "There are seating arrangement tips available on the resource table."
- B. Facilitator asks Participants for any questions
 - 1. If questions, Facilitator discusses
 - 2. If no questions, Facilitator thanks Participants for their participation
- C. Facilitator to say: "Stay tuned for more groundbreaking Trainer Technique Presentations."
- D. Facilitator transitions to break or lunch.

IV. Follow-up

None



Section 8: **Handouts**

This section contains reproducible handouts for the California DCSS Training for Trainers Certification Program.



California DCSS Training for Trainers Certification Program Facilitators Guide

Day One

Definition of Training Handout

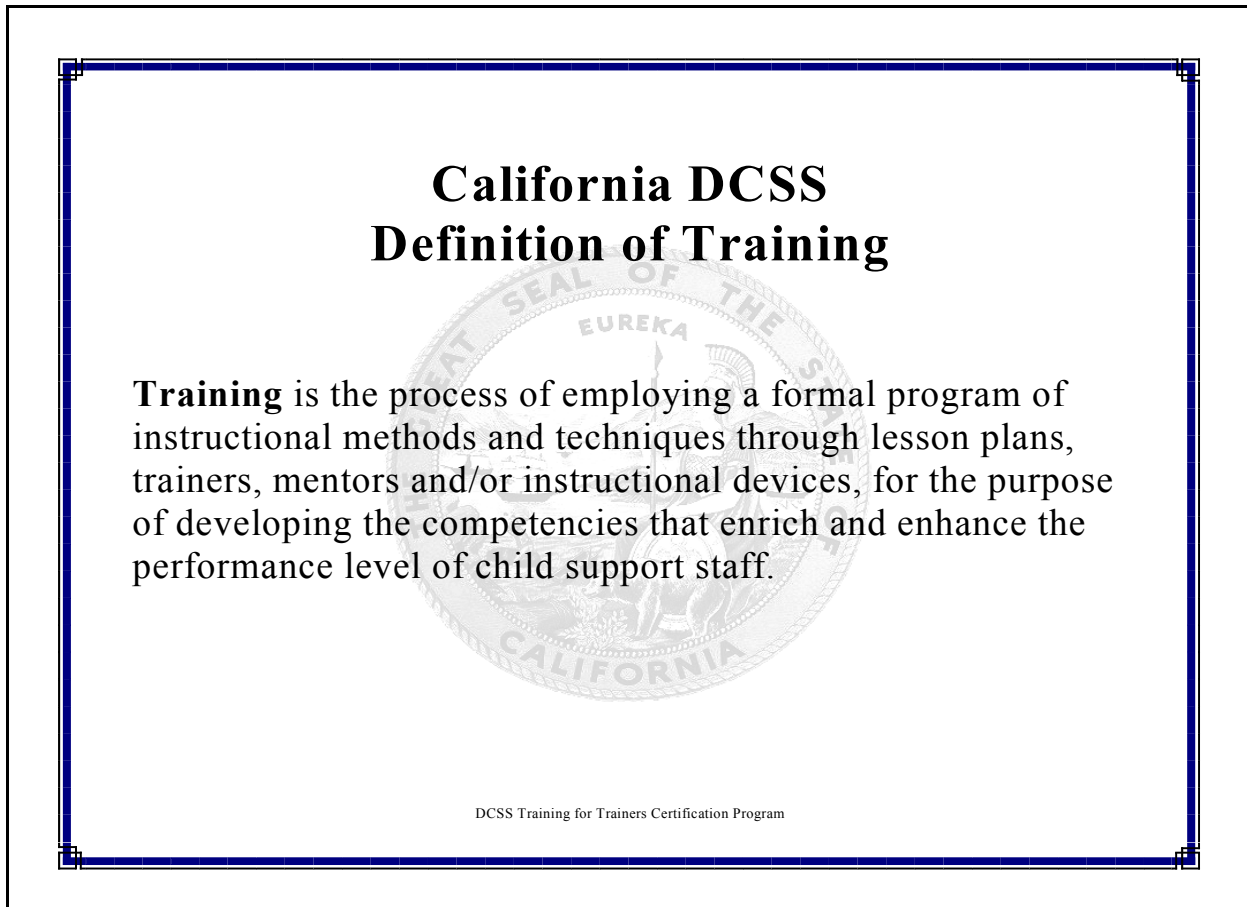


Figure 3: California DCSS Definition of Training handout

Overview of the 5-D Training Process Handout

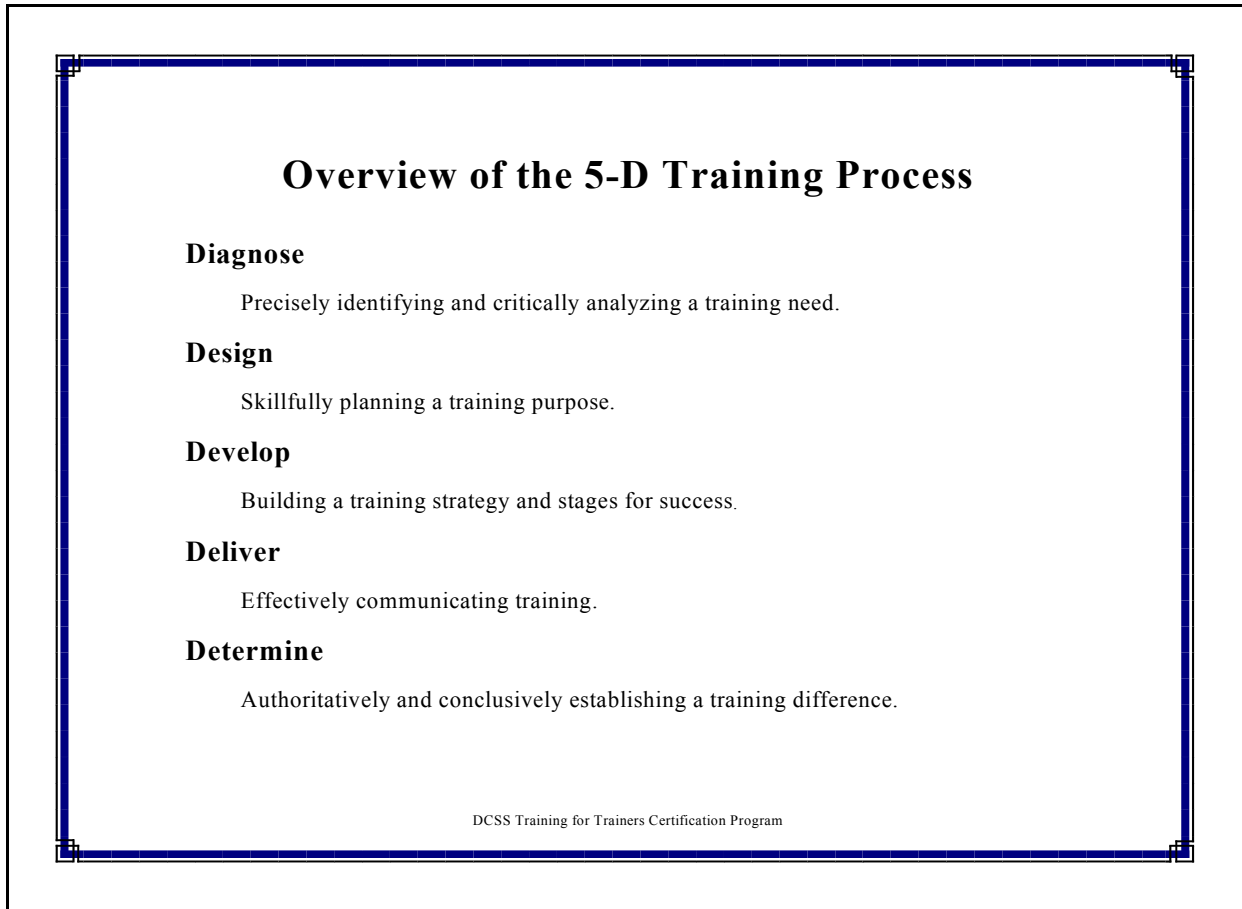


Figure 4: Overview of the 5-D Training Process handout

Trainer Power Handout

Types of Trainer Power

Position Power

Position Power is achieved when a trainer is placed in charge of a group of participants.

Expertise Power

Expertise Power is full knowledge of a subject matter or expertise in training techniques.

Environmental Power

Environmental Power is the power to control the classroom environment for the participant.

Personal Power

Personal Power is earned by the trainer and is often described as “charisma.”

Relational Power

Relational Power is based on the relationship the trainer builds between themselves and the participants.

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Figure 5: Types of Trainer Power handout

Minipresentation Guidelines Handout

<u>Minipresentation Guidelines</u>	
Topic	
<ul style="list-style-type: none">You will be given a <i>Minipresentation Status Form</i> to complete on your daily progress.<ul style="list-style-type: none">Your <i>Minipresentation Status Form</i> will be collected at the end of each day and returned to you the following morning.You will randomly select one of thirty-two topics for an individual presentation.<ul style="list-style-type: none">Trading, selling, exchanging, or bartering topics is not allowed.	
Preparation	
<ul style="list-style-type: none">“Lab” time is provided throughout the week to prepare your presentation:<ul style="list-style-type: none">Day One June 10 4:15–4:45pmDay Two June 11 4:00–4:45pmDay Three June 12 4:00–4:45pmDay Four June 13 2:15–4:45pmFacilitators will be available to assist you during the Lab.You may use any resources available while preparing your Minipresentation.	
Delivery	
<ul style="list-style-type: none">The presentation(s) order will be determined on Friday, June 14, 2002 between 8:00-8:15am.You will have four (4) minutes to deliver your presentation.During delivery <u>you may not</u> use “Props or Visual Aids” of any type.During delivery <u>you may</u> use notes.After your presentation, one (1) minute will be allotted for Participant feedback.<ul style="list-style-type: none">The Facilitator may provide additional feedback.Time limits will be strictly enforced.	
DCSS Training for Trainers Certification Program	

Figure 6: Minipresentation Guidelines Handout

[illegible]

4/1/03

A large rectangular area with a blue border, containing 20 horizontal lines for writing. At the bottom left of this area, the text "DCSS Training for Trainers Certification Program" is printed. At the bottom right, the number "2" is printed.

DCSS Training for Trainers Certification Program

2

Figure 8: Minipresentation Status Form Day One handout (page 2)

Day Two

Goals & Objectives Handout 1

Goals and Objectives

The Differences

Once you have determined the training needs, the next step is to consider how these objectives will be achieved. To do this you need to decide the goals and objectives for the training program and the individual sessions.

Goals

Goals are the fairly broad, general statements of intent derived from the needs you have identified. They frequently begin with "To." For example:

- ✓ To improve the level of office supervision
- ✓ To develop the organization's communication systems

Objectives

Objectives are the tactical applications of the strategic goals. They are statements of intent written in clear, unambiguous, specific, and precise terms. They specify what the learners will be able to do at the end stage of the learning process. This is essential in evaluating the training by considering whether what has been achieved is what was intended.

A training objective has three elements:

1. **Outcomes.** This is the observable behavior required at the end of the training and is prefaced by the statement "By (or at) the end of the session/program, the learners will be able to...."
2. **Conditions.** These are the circumstances in which the outcomes should take place. Such conditions might include "in a cohesive team situation," "without the use of instruction manuals," "under realistic working conditions," and so on.
3. **Standards.** The expected level of attainment in terms of quality, accuracy, quantity, or whatever is relevant to the job. These can include "to 100 percent accuracy (or some other level)," "to the required competence standards," "at a rate of 100 per hour," and so on.

Presentation of Objectives

Wherever possible, the learners should be made aware of the program or session objectives prior to or at the start of the event, either verbally or in written form.

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Figure 9: Goals & Objectives handout

Goals & Objectives Handout 2

Training Objectives

A training objective is a clear, unambiguous, specific, and precise statement of the intention of the training program or event. It should be written in these terms and be available to both trainers and learners. Evaluation of a training program is only possible if, at the end of the event, the achievements can be measured against *what was intended*.

A Training Objective Has Three Elements

1. **Outcomes.** This is the observable behavior required at the end of the training.
2. **Conditions.** These are the particular circumstances in which the outcomes should take place and must be clearly defined.
3. **Standards.** The objectives must include statements of the expected level of attainment in terms of quality, accuracy, quantity, or whatever other measure is relevant to the training or the job.

Writing Training Objectives

Learning falls generally into one or more of three broad general areas: Knowledge, attitudes, and skills. Little training is concerned with knowledge alone, but the list of action verbs includes some that are relevant to this area.

<i>Broad Area</i>	<i>Possible Wording</i>		
Knowledge	define	write	underline
	state	recall	select
	recognize	be aware of	
Comprehension	identify	illustrate	explain
	justify	represent	judge
	select	name	label
	indicate	formulate	classify
Application	perceive		
	predict	choose	construct
	list	reproduce	select
	find	compute	assess
Analysis	show	use	explain
	demonstrate	perform	
	analyze	select	justify
	identify	separate	resolve
	conclude	compare	break down
	differentiate	contrast	criticize

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Figure 10: Training Objectives handout (page 1)

Synthesis	combine restate summarize precise	argue discuss organize derive	select relate generalize conclude
Evaluation	judge evaluate avoid recognize	support validate determine criticize	identify defend attack choose
Attitude	prefer relate to recognize	identify with accept be aware of	be motivated to be committed to

Many of the verbs in this list, if the full aspects of objectives are to be involved, need to be combined. For example, most knowledge verbs are usually the first indications of movement toward a practical, actionable objective. I may "know" something, but if it is to be of value, I must then be able to "do" something with that knowledge.

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Figure 11: Training Objectives handout (page 2)

Goals & Objectives Handout 3

Checking a Training Objective

1. Read the objective.	Go to # 2.
2. Can you say in concrete and active terms what the learner is expected to do?	If yes, go to #4. If no, go to #3.
3. The objective is defective and must be rewritten. It must state clearly what is expected of the trainee in terms of behavior that can be observed and measured. Rewrite.	Go to #1.
4. From reading the objective, do you know precisely what standard of performance you expect from the trainee.	If yes, go to #6. If no, go to #5.
5. The objective does not enable you to decide how much or how well the learner has learned. If a level of acceptable performance is stated, it enables you to make accurate judgments. Rewrite.	Go to #1.
6. Does the objective say under what conditions the trainee will carry out the required activity? (E.g., will they be given [or not] certain tools, materials, aids, etc? Is there a time constraint? Where will the activity be performed? And so on.)	If yes, go to #8. If no, go to #7.
7. Verify that these sorts of things do not have any bearing on the trainee's level of acceptable performance. If you think they do, the objective must be written to include them.	If rewriting, go to #1.
8. The objective would seem to be satisfactory.	

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Figure 12: Checking a Training Objective handout

Trainer Styles Handout

Trainer Styles

The Humble Expert

- ❖ High competence, high concern for people, but low teaching skills

The Oblivious Incompetent

- ❖ Low competence, low teaching skills, and low concern for people

The Arrogant Charlatan

- ❖ High teaching skills, but a low concern for people, and a low level of competence

The Boring Lecturer

- ❖ High level of competence in the subject, but low teaching skills and a low concern for the learners

The Directive Instructor

- ❖ High competence, high teaching skills but a low concern for people

The Endearing Bumbler

- ❖ Low competence, low teaching skills, but a high concern for people

The Shallow Persuader

- ❖ High concern for the learners and high teaching skills but low job competence

The Professional Trainer/Instructor/Teacher/Facilitator

- ❖ Competent in subjects, high concern for the learning and well-being of the participant group and impeccable teaching skills and techniques

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Figure 13: Trainer Styles handout

Trainer Role(s) Handout

CDCSS Trainer Competencies

- Analyze course materials and learner information
- Assure preparation of the instructional site
- Establish and maintain instructor credibility
- Manage the learning environment
- Demonstrate effective communication skills
- Demonstrate effective presentation skills
- Demonstrate effective questioning skills and techniques
- Respond appropriately to learners' needs for clarification or feedback
- Provide positive reinforcement and motivational incentives
- Use instructional methods appropriately
- Use media effectively
- Evaluate learner performance

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Figure 14: CDCSS Trainer Competencies handout

P.R.O.C.D. Handout

P.R.O.C.D.
Building a Helicopter

PLAN

How did you and your team approach the exercise “Building a Helicopter?”

DCSS Training for Trainers Certification Program

1

Figure 15: P.R.O.C.D. - Building a Helicopter handout (page 1)

RESEARCH

How did you and your team determine how you were going to build the helicopter?

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2

Figure 16: P.R.O.C.D. - Building a Helicopter handout (page 2)

ORGANIZE

Describe how you and your team planned to build the helicopter.

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3

Figure 17: P.R.O.C.D. - Building a Helicopter handout (page 3)

CREATE

Describe the process you and your team took to build the helicopter.

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Figure 18: P.R.O.C.D. - Building a Helicopter handout (page 4)

DELIVER

Were you and your team successful in building the helicopter?

If yes, how?

If no, why?

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5

The handout is a rectangular page with a blue border. It contains a section header 'DELIVER' in bold and underlined. Below it are three lines of text: 'Were you and your team successful in building the helicopter?', 'If yes, how?', and 'If no, why?'. At the bottom left is the text 'DCSS Training for Trainers Certification Program' and at the bottom right is the number '5'.

Figure 19: P.R.O.C.D. - Building a Helicopter handout (page 5)

Training & Customer Service Handout

Hear your Participant.

Empathize. Put yourself in the participants place to understand the training impact.

Ask your participants how you can improve the level of customer service.

Take action on suggestions to improve the level of customer service.

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Figure 20: H.E.A.T. handout

Figure 22: Minipresentation Status Form Day Two handout (page 2)

Day Three

Adult Learning Handout 1

Visual, Auditory, and Kinesthetic Assessment

Read each statement and respond to each using the following guide:

1 point	2 points	3 points	4 points	5 points
Almost Never Applies	Applies Once in a While	Sometimes Applies	Often Applies	Almost Always Applies

Section One - Visual

_____ I take lots of notes and I like to doodle.

_____ When talking to someone else I have a hard time with those who do not maintain eye contact with me.

_____ I make lists and notes because I remember things better if I write them down.

_____ When reading a novel I pay a lot of attention to passages picturing the clothing, description, scenery, setting, etc.

_____ I need to write down directions so that I may remember them.

_____ I need to see the person I am talking to in order to keep my attention focused on the subject.

_____ When meeting a person for the first time I notice the style of dress, visual characteristics, and neatness first.

_____ When I am at a party, one of the things I love to do is stand back and "people watch."

_____ When recalling information I can see it in my mind and remember where I saw it.

_____ If I had to explain a new procedure or technique, I would prefer to write it out.

_____ With free time I am most likely to watch television or read.

_____ If my boss has a message for me, I am most comfortable when I receive a memo.

Total for Section One _____

DCSS Training for Trainers Certification Program 1

Figure 23: Visual, Auditory, and Kinesthetic Assessment handout (page 1)

Read each statement and respond to each using the following guide:

1 point	2 points	3 points	4 points	5 points
Almost Never Applies	Applies Once in a While	Sometimes Applies	Often Applies	Almost Always Applies

Section Two - Auditory

- _____ When I read, I read out loud or move my lips to hear the words in my head.
- _____ When talking to someone else I have the hardest time handling those who do not talk back to me.
- _____ I do not take a lot of notes but I still remember what was said. Taking notes distracts me from the speaker.
- _____ When reading a novel I pay a lot of attention to passages involving conversations, talking, speaking, dialogues, etc.
- _____ I like to talk to myself when solving a problem or writing.
- _____ I can understand what a speaker says, even if I am not focused on the speaker.
- _____ I remember things easier by repeating them again and again.
- _____ When I am at a party, one of the things I like to do is talk in-depth about a subject that is important to me with a good conversationalist.
- _____ I would rather receive information from the radio, rather than the newspaper.
- _____ If I had to explain a new procedure or technique, I would prefer telling about it.
- _____ With free time I am most likely to listen to music.
- _____ If my boss has a message for me, I am most comfortable when we talk in person.

Total for Section Two _____

Figure 24: Visual, Auditory, and Kinesthetic Assessment handout (page 2)

Read each statement and respond to each using the following guide:

1 point	2 points	3 points	4 points	5 points
Almost Never Applies	Applies Once in a While	Sometimes Applies	Often Applies	Almost Always Applies

Section Three - Kinesthetic

_____ I am not good at reading or listening to direction. I would rather just start working on the task or project at hand.

_____ When talking to someone else I have the hardest time handling those who do not show any kind of emotional support.

_____ I take notes and doodle but I rarely go back and look at them.

_____ When reading a novel I pay a lot of attention to passages revealing feelings, moods, action, drama, etc.

_____ When I am reading, I move my lips.

_____ I will exchange words and places and use my hands a lot when I can't remember the right thing to say.

_____ My desk appears disorganized.

_____ When I am at a party, one of the thing I like to do is enjoy the activities such as dancing, games, and totally losing myself in the action.

_____ I like to move around. I feel trapped when seated at a meeting or a desk.

_____ If I had to explain a new procedure or technique, I would prefer actually demonstrating it.

_____ With free time I am most likely to exercise.

_____ If my boss has a message for me, I am most comfortable when they talk to me in person.

Total for Section Three _____

DCSS Training for Trainers Certification Program 3

Figure 25: Visual, Auditory, and Kinesthetic Assessment handout (page 3)

Total each section and place the sum in the blocks below:
(note: the minimum for each section is 12 and maximum is 60)

The area in which you have the highest score represents your best learning style.
Note that you learn in ALL three styles, but you normally learn best using one style.

4/1/03

Adult Learning Handout 2

Adult Learning

Principles
Adults require a WIIFM – What’s In It For Me? Adults learn when they see a need and are ready to learn.

Styles
Adults learn in all styles. The best approach is to accommodate all learning styles to the best of your ability.

VISUAL LEARNERS...

Learn best from written material or visual aids.
Some examples of methods that work best with visual learners are:

- Demonstrations
- Video
- PowerPoint
- Graph, Charts, Illustrations, Diagrams

AUDITORY LEARNERS...

Learn best when they hear things.
Some examples of methods that work best with auditory learners are:

- Lectures
- Discussion groups
- Brain-storming
- Group interaction

KINESTHETIC LEARNERS...

Learn best when they can touch things and move them around.
Some examples of methods that work best with kinesthetic learners are:

- Hands-on the keyboard
- Colored markers for note-taking
- Whiteboard exercises
- Scented markers with a link to a topic

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Figure 27: Adult Learning (Visual, Auditory, Kinesthetic Examples) handout

Mind Mapping Handout

Page 1 should be in portrait format and Page 2 should be in landscape format.

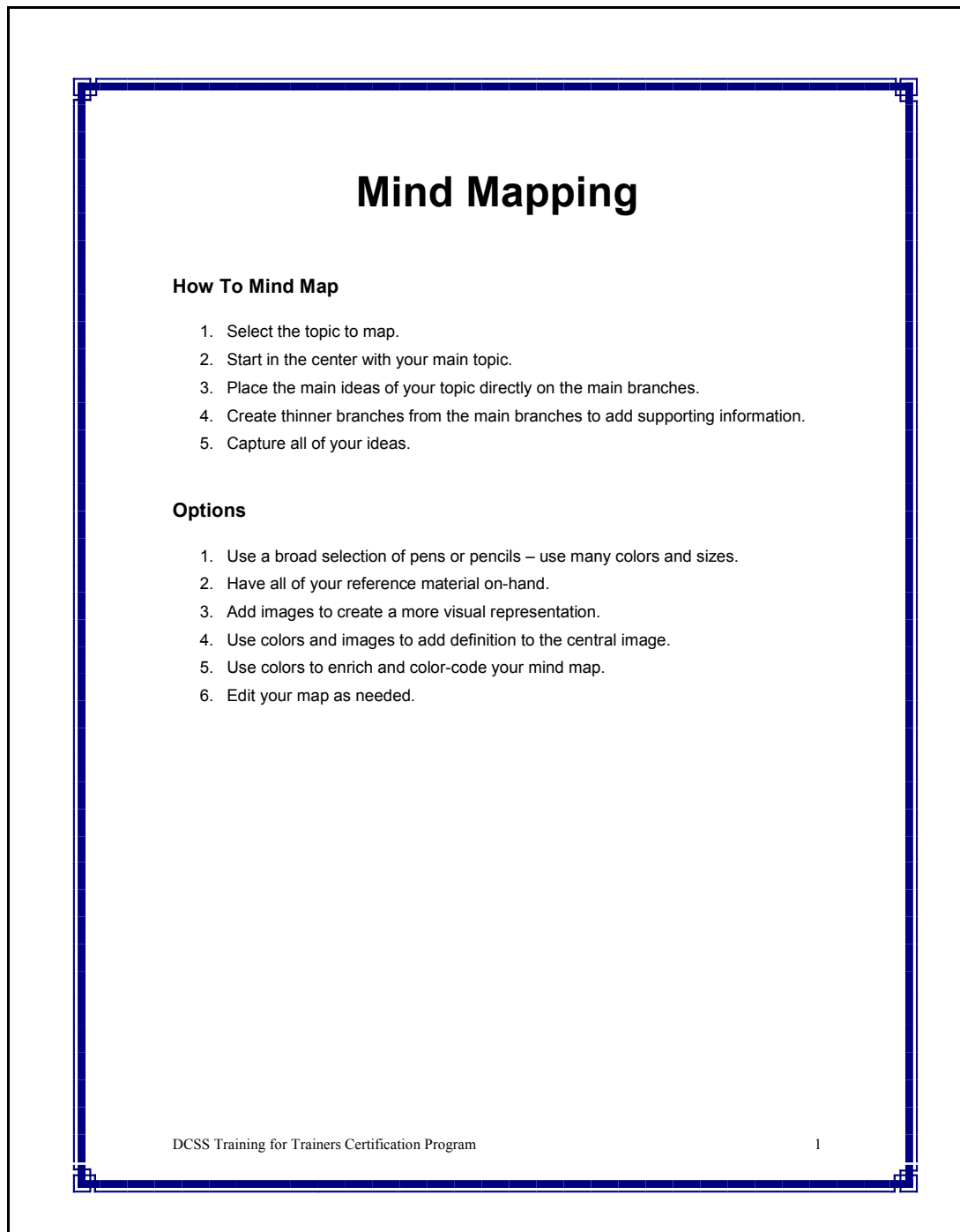


Figure 28: Mind Mapping handout (page 1)

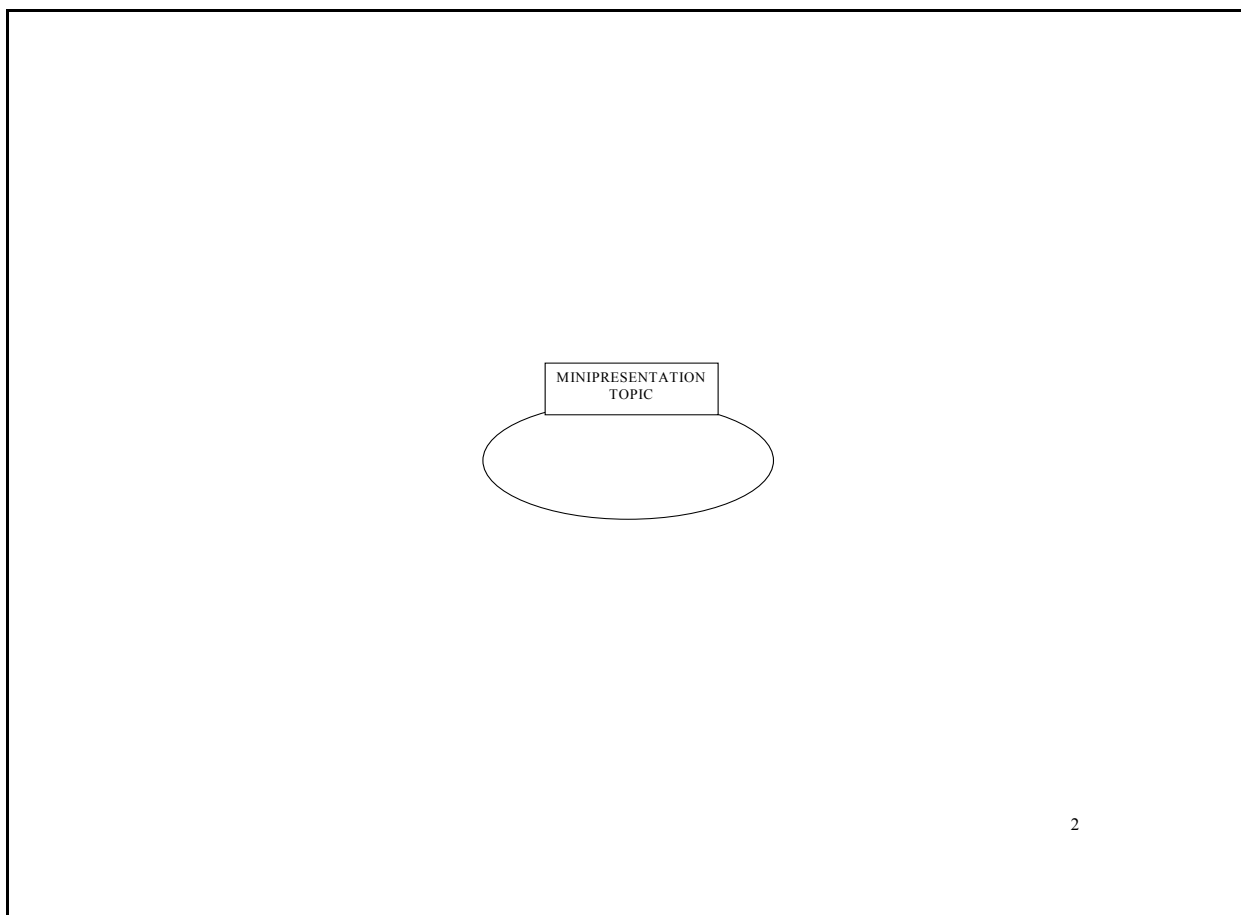


Figure 29: Mind Mapping handout (page 2)

Presentation Skills Part 1 Handout

Minipresentation Evaluation Form – Part 1

Name of Presenter: _____
Topic: _____
Evaluator: _____
Date: _____

Mark each statement with an "E" for excellent, "S" for satisfactory, or an "N" for needs improvement.

Organization and Development of Content

☐ Opening statement gained immediate attention

☐ Purpose of presentation made clear

☐ Previewed content of presentation

☐ Main ideas stated clearly and logically

☐ Organizational pattern easy to follow

☐ Main points supported by examples

☐ Main ideas supported by facts, statistics

☐ Effective use of personal stories

☐ Conclusion well summed up

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Figure 30: Minipresentation Evaluation Form - Part 1

Presentation Skills Part 2 Handout

Minipresentation Evaluation Form – Part 2

Name of Presenter: _____
Topic: _____
Evaluator: _____
Date: _____

Mark each statement with an "E" for excellent, "S" for satisfactory, or an "N" for needs improvement.

Delivery of Presentation

_____ Rapport with audience

_____ Eye contact

_____ Posture

_____ Gestures

_____ Facial Expressions

_____ Movement

_____ Rate of presentation

_____ Volume

_____ Voice pitch

_____ Vocal variety

_____ Diction

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Figure 31: Minipresentation Evaluation Form - Part 2

[illegible]

Figure 32: Minipresentation Status Form Day Three handout (page 1)

How will your Minipresentation impact your audience?

Please describe challenges while preparing your Minipresentation.

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Figure 33: Minipresentation Status Form Day Three handout (page 2)

Figure 34: Minipresentation Status Form Day Three handout (page 3)

Day Four

The Unique Participant Handout

The Unique Participant

Define the following types of “Unique Participants.”

The Talk Hog

The Subject Matter Expert

The Quiet Type

The Resentful Type

The Heckler

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Figure 35: The Unique Participant handout

Self-Directed Team Approach Handout



Characteristics of a Self-Directed Team

- *Leadership Is Shared*
- *Members Define Effective Team Behavior*
- *Focus On Team Results, Not Individual Results*
- *Joint Decision-Making*
- *Members Are Interdependent*
- *Members Are Multi-Skilled*
- *Members Rotate Tasks For Cross-Training*
- *Members Monitor/Control Work Quality and Quantity*
- *Members Control Their Own Activities, Goals*

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Figure 36: Characteristics of a Self-Directed Team handout

[illegible]

4/1/03

Figure 38: Minipresentation Status Form Day Four handout (page 2)

Figure 39: Minipresentation Status Form Day Four handout (page 3)

Day Five

Minipresentation Evaluation Form

Minipresentation Evaluation Form

Name of Presenter: _____

Topic: _____

Evaluator: _____

Date: _____

Mark each statement with an “E” for excellent, “S” for satisfactory, or an “N” for needs improvement.

A. Organization and Development of Content

- _____ Opening statement gained immediate attention
- _____ Purpose of presentation made clear
- _____ Previewed content of presentation
- _____ Main ideas stated clearly and logically
- _____ Organizational pattern easy to follow
- _____ Main points supported by examples
- _____ Main ideas supported by facts, statistics
- _____ Effective use of personal stories
- _____ Conclusion well summed up

B. Delivery of Presentation

- _____ Rapport with audience
- _____ Eye contact
- _____ Posture
- _____ Gestures
- _____ Facial Expressions
- _____ Movement
- _____ Rate of presentation
- _____ Volume
- _____ Voice pitch
- _____ Vocal variety
- _____ Diction

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Figure 40: Minipresentation Evaluation Form

Section 9: **References**

This section contains the references for the California DCSS Training for Trainers Certification Program curriculum development.



California DCSS Training for Trainers Certification Program Facilitators Guide

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